2017 - 2018 Annual Assessment Report

Bachelor of Arts Multimedia Journalism



School of Media & Strategic Communication Multimedia Journalism – Bachelor of Arts

Assessment Report Form 2017-2018

(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 40

Number of students graduated in 2017-2018: 12

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- · Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

- Funds were used to pay:
- 15 external reviewers all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

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|-------------|------------------|
| Method | Measured |

Senior exits Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment Learning Outcomes 4, 6 and 7

Pre-Post Test Learning Outcomes 1, 3, 5, 7

Internship Assessment Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

| How many students were inc | luded in the asses | ssment of this outcome? | |
|--|---|--|--|
| Fall 2017 & Spring 2018 Pre Te | est: 15 | | |
| Spring 2018 Post Test: | 8 | | |
| Senior Exits: | 4 | | |
| Total: | 27 | | |
| How were students selected | to participate in t | he assessment of this outcome? | |
| | | tyle & Structure (core curriculum class) are req re required to take the SMSC Post Test. | uired to take the SMSC Pre Test. All |
| | viewed in person a | Il graduating seniors asking for participation. T and completed a paper survey at the end of the me. | |
| Assessment Methods Identify the method(s) used | to assess this leari | ning outcome. Check all that apply. | |
| ⊠Survey | | ☐Benchmarking | ☐Performance or jury |
| ☐ Rating of skills (e.g., rubric | es) | ☐ Measuring effectiveness relative to | \square Visual collection (photos, videos, etc.) |
| ☐ Analysis of written artifact | ts | professional standards | ☐ Review of student research |
| ⊠Comprehensive, certificat professional exam(s) | ion, or | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): |
| ☐Oral presentation | | ☐ Capstone project | Click here to specify. |
| □Course project | | □Internship | |
| ☐ Satisfaction Survey | | ⊠Interviews | |
| Pre-Post test: All students e | nrolled in MC 200 udents enrolled in | aplemented, administered, and/or conducted. 3 - Media Style & Structure - took an online pro n SC 4843, SPM 4883 and MMJ 4973 (capstone semester. | etest in Brightspace during the first few |
| Questions 21 -30 pertainQuestions 31-40 pertain | | nication Law | |
| | | ociate director and talked about the program a come survey that included the following rating | |
| Did your department/progra | am faculty have a | goal set for this learning outcome? | ′es ⊠No |

Yes for Senior Exits Goal: receive a score of 4+ out of 5

No for pre-post test: 2018 was the first year to pre-and-post test.

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

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| | | | | |

Average score for all SMSC students who took the pretest:

50 percent

Average score for MMJ – BA students who took the pretest

21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):

28 percent

Average score on questions 31-40 (ethics):

62 percent

Posttest:

Average score for all SMSC students who took the posttest:

67 percent

Average score for MMJ-BA students who took the posttest:

38 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30:

55 percent

The average score on questions 31-40

75 percent

Senior Exits:

The average for Learning Outcome #1:

5 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the
 end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give
 full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

⊠ Each Semester

⊠Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

| Assessment Methods Identify the method(s) used to assess this learn | ing outcome. Check all that apply. | |
|---|---|---|
| ⊠Survey | ☐Benchmarking | ☐ Performance or jury |
| ☐ Rating of skills (e.g., rubrics) ☐ Analysis of written artifacts | ☐ Measuring effectiveness relative to professional standards | □ Visual collection (photos, videos, etc.) □ Review of student research |
| ☐ Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): |
| □Oral presentation | □Capstone project | Click here to specify. |
| □Course project | □Internship | |
| ☐Satisfaction Survey | ⊠Interviews | |
| Students met with the associate director and a completed a Learning Outcome survey. Did your department/program faculty have a Goal: receive a rating of 4+ out of 5 Provide a summary of the results from the as Senior Exits: Learning Outcome #2 received a Senior students "agree" they have an understandard to the results suggest about student as | seessment of Learning Outcome 2. rating of 4.7 out of 5, which achieves the goal. anding of the history and social roles in mass co | comes. After the interview, students es No mmunications. |
| Timeline for the Assessment ⊠ Each Semester | □Yearly | ☐ Every other year |

D3) Student Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

| H | ow | many | / students | were inclu | ded in the | e assessment o | f this outcome: | , |
|---|----|------|------------|------------|------------|----------------|-----------------|---|
|---|----|------|------------|------------|------------|----------------|-----------------|---|

 Fall 2017 & Spring 2018 Pre Test:
 15

 Spring 2018 Post Test:
 8

 Senior Exits:
 4

 Total:
 27

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| Assessm | ent M | ethod | s |
|---------|-------|-------|---|
|---------|-------|-------|---|

| ldentify the method(s) used to assess this learning outo | come. Chec | k all the | at apply. |
|--|------------|-----------|-----------|
|--|------------|-----------|-----------|

Did your department/program faculty have a goal set for this learning outcome?

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

| □Survey | □Benchmarking | ☐ Performance or jury | | | | |
|--|---|---|--|--|--|--|
| ☐Rating of skills (e.g., rubrics) | \square Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) | | | | |
| ☐ Analysis of written artifacts | professional standards | ☐ Review of student research | | | | |
| □Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | ☐ Other (please specify): | | | | |
| professional exam(s) □Oral presentation | ☐ Capstone project | Click here to specify. \ | | | | |
| □Course project | □Internship | | | | | |
| ☐Satisfaction Survey | □Interviews | | | | | |
| Describe the how the assessment method was implemented, administered, and/or conducted. Pre-Post Test: Online test administered during class in Brightspace. Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey. | | | | | | |

 \boxtimes Yes

 \boxtimes No

| 59 percent |
|---|
| |
| |
| 55 percent |
| 4/5 |
| ment of this learning outcome? |
| e pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post of history of mass communication and the importance of a free press in a replace them with history, social roles of mass communication and diversity in |
| npleted the class or are enrolled in the class at the same time as the pretest. |
| formation because most took "Media in a Diverse Society" during their first |
| or taking the test. It is possible some students in the posttest did not give full |
| |
| ss communication history and social roles. |
| 1 |

⊠Yearly

Provide a summary of the results from the assessment of Learning Outcome 3.

Timeline for the Assessment

⊠Each Semester

☐ Every other year

D4) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

Total:

- MC 2003 Media Style & Structure
- MC 2023 Electronic Reporting
- SC 3353 Persuasive Writing
- SC 3363 Graphic Design
- SC 3463 Event Planning
- SC 3953 Research Methods
- SC 4493 Advanced PR Writing
- SC 4843 Campaigns

| How many students were | included in the | assessment of | this outcome? |
|------------------------|-----------------|---------------|---------------|

- Students included in the portfolio assessment by external reviewers:
 Students included in the internship supervisor assessment:
- How were students selected to participate in the assessment of this outcome?
- 1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

| ⊠Survey | □Benchmarking | ☐Performance or jury | |
|-----------------------------------|--|---|--|
| ⊠Rating of skills (e.g., rubrics) | ⊠Measuring effectiveness relative to | ☑Visual collection (photos, videos, etc.☐Review of student research☐Other (please specify): | |
| ☐Analysis of written artifacts | professional standards | | |
| Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | | |
| professional exam(s) | □Capstone project | Click here to specify. | |
| □Oral presentation | □Internship | | |
| ☐Course project | 127 - 117 (1993) (1994) | | |
| ☐Satisfaction Survey | □Interviews | | |

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Describe the how the assessment method was implemented, administered, and/or conducted.

- 1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
- if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- if the student's work reflected looking beyond the obvious (Excel Column F)
- if the student had the ability to effectively communicate complex ideas (Excel Column G)
- 2. External reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- · link to an online survey.

| 2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale. | | | | | | |
|---|---------------------|-------------------------------------|------------|----------|--|--|
| Did your department/program fac | culty have a goal s | et for this learning outcome? | ⊠ Yes | ⊠No | | |
| External Portfolio Reviews: | Score better than | 2017 (2017 average was 3.66 out of | 5) | | | |
| Internal Portfolio Review: | First year - no go | al | | | | |
| Internship Evaluations: | Score better than | 2017 (2017 average was 6.2 out of 7 | 7) | | | |
| | | | | | | |
| Provide a summary of the results | from the assessm | ent of Learning Outcome 4. | | | | |
| External Portfolio Reviews: | 3.8 out of 5 | Goal achieved | | | | |
| Internal Portfolio Reviews: | 4 out of 5 | No goal set during first year | | | | |
| Internship Evaluations: | 6.2 out of 7 | Goal achieved | | | | |
| What do the results suggest about student achievement of this learning outcome? Results indicate that there was a lack of hard journalism or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing. | | | | | | |
| Timeline for the Assessment ☑ Each Semester | ⊠Yea | arly | □Every oth | ner year | | |

D5) Student Learning Outcome #5: Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

| How many | v students v | were include | d in the | assessment | of this | outcome? |
|----------|--------------|--------------|----------|------------|---------|----------|
|----------|--------------|--------------|----------|------------|---------|----------|

 Fall 2017 & Spring 2018 Pre Test:
 15

 Spring 2018 Post Test:
 8

 Senior Exits:
 4

 Total:
 27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

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|---|-------|------|-------|-----|------|--|
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| Identify the method(s) used to assess this learn | ing outcome. Check all that apply. | |
|---|---|---|
| ⊠Survey | □Benchmarking | ☐Performance or jury |
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research |
| ⊠Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component ☐ Capstone project | □Other (please specify): |
| professional exam(s) | | Click here to specify. |
| Oral presentation | □Internship | |
| □Course project | ⊠Interviews | |
| Satisfaction Survey | | |
| Describe the how the assessment method wa Pre-Post Test: Online test administered during | s implemented, administered, and/or conduct class in Brightspace | ed. |
| Senior Exit Interview & Survey: Five students n Outcomes. After the interview, students comp | net with the associate director and talked about leted a survey that included a ratings scale. | the program and the Learning |
| Did your department/program faculty have a No for pre-post test: 2018 was the first year to | | s □No |
| Yes for Senior Exits Goal: receive a score of 4+ | out of 5 | |
| Provide a summary of the results from the ass One question (#21) on the pre-post test measu | | |

Seniors ranked Learning Outcome #5 as 4.5 out of 5.

Pretest – 21 percent answered correctly Posttest – 42 percent answered correctly

| What do | the results | suggest about | student a | achievement | of this | learning | outcome? |
|---------|-------------|---------------|-----------|-------------|---------|----------|----------|
| | | | | | | | |

Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

| Senior Exits: Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal. | | | | | |
|---|---------|--------------------|--|--|--|
| Timeline for the Assessment | | | | | |
| ⊠ Each Semester | ⊠Yearly | ☐ Every other year | | | |

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

| Identify opportunities for students to | learn this outcome during | g the 2017-2018 academic year: |
|--|---------------------------|--------------------------------|
|--|---------------------------|--------------------------------|

Internship Evaluations:

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

| capstone project. Students must a | lso demonstrate research skills when collecting data | for writing courses. |
|--|---|---|
| How many students were included 1. Students included in the portfolio 2. Students included in the internshi | | * |
| How were students selected to part | ticipate in the assessment of this outcome? | |
| 2. 5 student internship evaluation | elected using the online randomizing tool, <u>www.rand</u> forms were randomly selected (<u>www.randomizer.co</u> | |
| Assessment Methods Identify the method(s) used to asse | ess this learning outcome. Check all that apply. | |
| ⊠Survey | □Benchmarking | ☐ Performance or jury |
| ⊠Rating of skills (e.g., rubrics) | ☑ Measuring effectiveness relative to professional standards | ☑ Visual collection (photos, videos, etc.)☑ Review of student research |
| ☑Analysis of written artifacts☐Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | ☐ Other (please specify): |
| professional exam(s) ☐ Oral presentation | □Capstone project | Click here to specify. |
| ☐Course project ☐Satisfaction Survey | ⊠Internship ☐ Interviews | |
| Portfolio assessment survey: if the student's work reflecte if the student used creativity if the student's work used me | method was implemented, administered, and/or cond Learning Outcome #6 assessed by external reviewers of the ability gather information (Excel Column H) to gather information (Excel Column I) Sultiple methods & sources to research (Excel Column I) Communicate how information was gathered (Excel Column I) | s in four categories: |
| 2. Internal and external reviewerlink to a student portfoliolink to an online survey. | rs each reviewed five portfolios. Reviewers received | two links: |
| The same of the control of the contr | ent survey, Learning Outcome #6 was assessed in on Supervisors were asked to assess the student's work | |
| Did your department/program face External portfolio reviews: Internal portfolio reviews: | culty have a goal set for this learning outcome? Score better than 2017 (2017 average was 3.9 out of 5 No goal – new in 2018 | ⊠ Yes □No 5) |

Score better than 2017 (2017 average was 6.2)

| D | | . f +l | .la. f | he assessment | £ | 1 | O |
|-----------|-------------|-------------|------------|---------------|----|----------|---------------|
| Provide 2 | ciimmarii c | it the reci | ure trom i | na accacemant | OT | Learning | I IIIITCOMP h |
| | | | | | | | |

External portfolio reviews:

3.93 out of 5 - Goal achieved

Internal portfolio reviews:

4 out of 5 - No goal set

Internship Evaluations:

6.2 out of 7 - Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

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| Time | me. | IOI I | ше | ASSE | 55111 | em |

D7) Student Learning Outcome #7: Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

| How many students were in | | | | |
|--|---|--|-----------------|--|
| 1. Students included in the p | oortfolio assessmer | nt by external reviewers: | 5 | |
| 2. Students included in the i | nternship supervise | or assessment: | 5 | |
| | | Total: | 10 | |
| How were students selected | d to participate in | the assessment of this outcome | ? | |
| | Section of the control of the control | re selected using the online ra tion forms were randomly sele | | The state of the s |
| Assessment Methods Identify the method(s) use | d to assess this lea | rning outcome. Check all that ap | ply. | |
| ⊠Survey | | ☐Benchmarking | | ☐Performance or jury |
| ⊠Rating of skills (e.g., rub | rics) | ☐ Measuring effectiveness re professional standards | lative to | ⊠Visual collection (photos, videos, etc.) |
| ⊠Analysis of written artifa | ⊠Analysis of written artifacts | | | ☐ Review of student research |
| ☐Comprehensive, certification, or professional exam(s) | | ☐ Review of thesis/dissertation/ creative component | | ☐ Other (please specify): |
| | | ⊠Capstone project | | Click here to specify. |
| ☐ Oral presentation | | ⊠Internship | | |
| ☐Course project | | □Interviews | | |
| ☐ Satisfaction Survey | | Limerviews | | |
| Portfolios: External portfo | olio reviewers asses t interesting mess | ages (column M), ability to wri | l evidence of t | cted. The ability to effectively and clearly, The ability to effectively and clearly, The ability to |
| Internships: Internship su | pervisors provide | an overall assessment of this I | earning outco | me via survey. |
| Did your department/pro | gram faculty have | a goal set for this learning outc | ome? | Yes □No |
| External Portfolio Reviews Internal Portfolio Reviews: Internship Evaluations: | No goal se | ter than 2017 (2017 average wa et in 2018 ter than 2017 (2017 average wa | | |
| Provide a summary of the | results from the a | ssessment of Learning Outcome | 7 . | |
| External Portfolio Reviews | | 5 – goal not achieved | | |
| Internal Portfolio Reviews: | 4 out of 5 | – no goal set | | |

6.2 out of 7 - goal not achieved

Internship Supervisor Reviews:

| What do the results suggest | about student achievement | t of this learning | goutcome? |
|-----------------------------|---------------------------|--------------------|-----------|
|-----------------------------|---------------------------|--------------------|-----------|

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

| Timeline for the Assessment: | | | |
|------------------------------|---------|--------------------|--|
| ⊠ Each Semester | ⊠Yearly | ☐ Every other year | |

D8) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| Assessment Methods Identify the method(s) used to assess this learn | ning outcome. Check all that apply. | |
|---|---|--|
| ⊠Survey | □Benchmarking | ☐Performance or jury |
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc. |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | □Other (please specify): |
| professional exam(s) | □Capstone project | Click here to specify. |
| Oral presentation | □Internship | |
| ☐Course project ☐Satisfaction Survey | ⊠Interviews | |
| | plemented, administered, and/or conducted. net with the associate director and talked about leted a Learning Outcome survey that included | |
| Did your department/program faculty have a Score 4+ or better out of 5 | goal set for this learning outcome? ⊠Ye | s □No |
| Provide a summary of the results from the ass Score was 3.75 out of 5 – goal not achieved | sessment of Learning Outcome 8. | |
| What do the results suggest about student ac MMJ faculty need to address this Learning Out | hievement of this learning outcome? come in appropriate classes. Seniors scored thi | s as the lowest Learning Outcome |
| Timeline for the Assessment | □Every other year | |

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

| 1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles |
|--|
| involved in mass communication? |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication? |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass |
| communications. |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass |
| communication |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| |

Internship Supervisor Learning Outcome Evaluation

| To what extent does the intern demonstrate the following characteristics? | Not applicable | Not demonstrated | Demonstrated only slightly | Demonstrated occasionally | Demonstrated but needs work | Demonstrated well | Expertly demonstrated |
|---|----------------|------------------|----------------------------|---------------------------|--------------------------------|-------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications. | | | | | | | 22 |
| An understanding of the relevance of human diversity in mass communications. | | | | | | | |
| An understanding of the history and social role of mass communications. | | | | | | | |
| 4. Critical, creative and individual thinking. | | | | | | | |
| 5. An understanding of the relevant theories and concepts of mass communications. | | | | | | | |
| 6. An understanding of the methods and techniques of research and information gathering. | | | | | | | |
| 7. Appropriate writing, editing and production techniques in mass communications. | | | | | | | |
| An understanding of relevant planning and management methods in mass communications. | | | | | | | |

Internal & External Portfolio Review Survey

What is your name? Your answer

What is the name of the student whose portfolio you are analyzing? Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

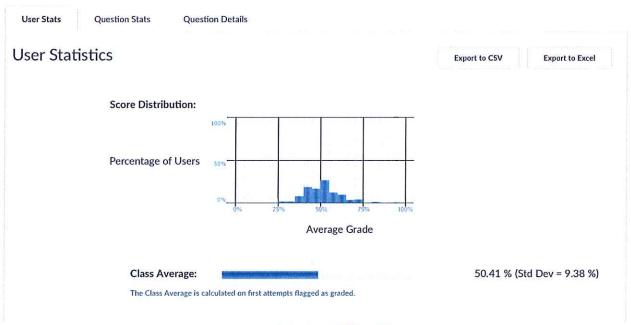
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest -



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 -



2017 - 2018 Annual Assessment Report

Bachelor of Science Multimedia Journalism



School of Media & Strategic Communication Multimedia Journalism – Bachelor of Science

Assessment Report Form 2017-2018

(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 54

Number of students graduated in 2017-2018: 16

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? XYES \subseteq No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

- 1. Funds were used to pay:
- 15 external reviewers all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

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|------|----|-----|---|---|---|
| IV | ıe | u | н | o | u |

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

| How many students were included in th | ne assessment of this outcome? | | |
|---|---|---|--|
| Fall 2017 & Spring 2018 Pre Test: 15 | | | |
| Spring 2018 Post Test: 8 | | | |
| Senior Exits: 4 Total: 27 | | | |
| Total. 27 | | | |
| How were students selected to participate | ate in the assessment of this outcome? | | |
| | Media Style & Structure (core curriculum class) are requourse are required to take the SMSC Post Test. | uired to take the SMSC Pre Test. All | |
| | nailed all graduating seniors asking for participation. To person and completed a paper survey at the end of the g outcome. | | |
| Assessment Methods Identify the method(s) used to assess to | his learning outcome. Check all that apply. | | |
| ⊠Survey | □Benchmarking | ☐Performance or jury | |
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | \square Visual collection (photos, videos, etc.) | |
| \square Analysis of written artifacts | professional standards | ☐ Review of student research☐ Other (please specify): | |
| ⊠Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | | |
| professional exam(s) | 2000 to 400000 € 5000 = 4000 40000 | Click here to specify. | |
| ☐ Oral presentation | ☐Capstone project | | |
| □Course project | □Internship | | |
| ☐Satisfaction Survey | ⊠Interviews | | |
| Pre-Post test: All students enrolled in I | was implemented, administered, and/or conducted. MC 2003 - Media Style & Structure - took an online pre rolled in SC 4843, SPM 4883 and MMJ 4973 (capstone of the semester. | etest in Brightspace during the first few | |
| Questions 21 -30 pertain to Mass 0 Questions 31-40 pertain to Ethics | Communication Law | | |
| | the associate director and talked about the program a ing Outcome survey that included the following rating: | | |
| Did your department/program faculty No for pre-post test: 2018 was the first | whave a goal set for this learning outcome? Year to pre-and-post test. | es ⊠No | |

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

| retest | |
|--------|--|
| | |

Average score for all SMSC students who took the pretest:

50 percent

Average score for MMJ – BS students who took the pretest

21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):

28 percent

Average score on questions 31-40 (ethics):

62 percent

Posttest:

Average score for all SMSC students who took the posttest:

67 percent

Average score for MMJ-BS students who took the posttest:

35 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30:

55 percent

The average score on questions 31-40

75 percent

Senior Exits:

The average for Learning Outcome #1:

5 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give
 full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

⊠Each Semester

⊠Yearly

☐ Every other year

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

| Assessment Methods Identify the method(s) used to assess this learn | ing outcome. Check all that apply. | |
|---|---|---|
| ⊠Survey | □Benchmarking | ☐Performance or jury |
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): |
| □Oral presentation | ☐ Capstone project | Click here to specify. |
| □Course project | □Internship | |
| □Satisfaction Survey | ⊠Interviews | |
| Students met with the associate director and completed a Learning Outcome survey. Did your department/program faculty have a Goal: receive a rating of 4+ out of 5 Provide a summary of the results from the as Senior Exits: Learning Outcome #2 received a Senior students "agree" they have an underst What do the results suggest about student as Goal Achieved. 4.7 out of 5. Seniors agree the | ssessment of Learning Outcome 2. rating of 4.7 out of 5, which achieves the goal. anding of the history and social roles in mass co | comes. After the interview, students es No emmunications. |
| Timeline for the Assessment ⊠ Each Semester | □Yearly | ☐ Every other year |

D3) Student Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

| How many stu | idents were | included in | the assessme | ent of | this outcome? |
|--------------|-------------|-------------|--------------|--------|---------------|
|--------------|-------------|-------------|--------------|--------|---------------|

Fall 2017 & Spring 2018 Pre Test: 15
Spring 2018 Post Test: 8
Senior Exits: 4
Total: 27

How were students selected to participate in the assessment of this outcome?

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| Assessment Methods Identify the method(s) used to assess this learn | ing outcome. Check all that apply. | |
|--|--|---|
| □Survey | ☐Benchmarking | ☐Performance or jury |
| ☐Rating of skills (e.g., rubrics) | \square Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) |
| ☐ Analysis of written artifacts | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | □Other (please specify): |
| professional exam(s) | ☐Capstone project | Click here to specify. \ |
| Oral presentation | □Internship | |
| Course project | □Interviews | |
| ☐ Satisfaction Survey | | |
| Describe the how the assessment method wa Pre-Post Test: Online test administered during | s implemented, administered, and/or conduct class in Brightspace. | ed. |
| Senior Exit Survey: Students met with the asso interview, students completed a Learning Out | ciate director and talked about the program and come survey. | d the Learning Outcomes. After the |
| Did your department/program faculty have a No for pre-post test: 2018 was the first year to | - | s ⊠No |

| Pretest: Questions measuring Learning Outcome #3: History & Social Role questions - #41-50 | 59 percent |
|--|---|
| Posttest: Questions measuring Learning Outcome #3: History & Social Role questions - #41-50 | 55 percent |
| Senior Exits: Goal achieved | 4/5 |
| questions to better assess students' understanding of history democratic society. Remove the trivia questions and replace mass communication. Things to consider: Students who take the pretest have recently completed to Seniors taking the posttest may not recall the information year. | this learning outcome? Faculty need to revise a few "Media in a Diverse Society" pre-post of mass communication and the importance of a free press in a them with history, social roles of mass communication and diversity in the class or are enrolled in the class at the same time as the pretest. In because most took "Media in a Diverse Society" during their first the test. It is possible some students in the posttest did not give full |
| Senior Exits: Seniors are comfortable with their knowledge of mass comm | unication history and social roles. |
| Timeline for the Assessment | |

⊠Yearly

Provide a summary of the results from the assessment of Learning Outcome 3.

☐ Every other year

D4) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 Media Style & Structure
- MC 2023 Electronic Reporting
- SC 3353 Persuasive Writing
- SC 3363 Graphic Design
- SC 3463 Event Planning
- SC 3953 Research Methods
- SC 4493 Advanced PR Writing
- SC 4843 Campaigns

| How many students were included in the assessment of this out | |
|---|-----|
| | mer |

- 1. Students included in the portfolio assessment by external reviewers:
- 5

2. Students included in the internship supervisor assessment:

5 10

Total:

How were students selected to participate in the assessment of this outcome?

- 1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

| ⊠Survey | □Bench |
|--|------------------|
| ☐ Rating of skills (e.g., rubrics) | ⊠Meas |
| ☐Analysis of written artifacts | professi |
| ☐Comprehensive, certification, or professional exam(s) | □Revie compon |
| ☐ Oral presentation | □Capst |
| □Course project | □Intern |

nmarking

uring effectiveness relative to

onal standards

w of thesis/dissertation/ creative ent

one project

rship

□Interviews ☐ Satisfaction Survey

☐ Performance or jury

☐ Review of student research

□Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

- 1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
- if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- if the student's work reflected looking beyond the obvious (Excel Column F)
- if the student had the ability to effectively communicate complex ideas (Excel Column G)
- 2. External reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- link to an online survey.

| er mennet fill er | CARGONAL TO PROPERTY DATE OF TAXABLE PARTY. | arning Outcome #4 was assessed in overe asked to assess the student's wo | | | |
|---|--|---|------------|----------|--|
| Did your department/program fa | culty have a go | al set for this learning outcome? | | ⊠No | |
| External Portfolio Reviews: | Score better than 2017 (2017 average was 3.66 out of 5) | | | | |
| Internal Portfolio Review: | First year – no goal | | | | |
| Internship Evaluations: | Score better than 2017 (2017 average was 6.2 out of 7) | | | | |
| Provide a summary of the results External Portfolio Reviews: Internal Portfolio Reviews: Internship Evaluations: | from the asses 3.8 out of 5 4 out of 5 6.2 out of 7 | sment of Learning Outcome 4. Goal achieved No goal set during first year Goal achieved | | | |
| What do the results suggest about student achievement of this learning outcome? | | | | | |
| | | nalism or in-depth reporting in the port tions include a non-sport news story an | | | |
| Timeline for the Assessment ⊠ Each Semester | × | Yearly | □Every oth | her year | |

D5) Student Learning Outcome #5: Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

 Fall 2017 & Spring 2018 Pre Test:
 15

 Spring 2018 Post Test:
 8

 Senior Exits:
 4

 Total:
 27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| inderstanding of the learning outcome. | • | | | | |
|--|---|---|--|--|--|
| Assessment Methods Identify the method(s) used to assess this learn | ing outcome. Check all that apply. | | | | |
| ⊠Survey | ☐Benchmarking | ☐ Performance or jury | | | |
| ☐Rating of skills (e.g., rubrics) | \square Measuring effectiveness relative to | ☐ Visual collection (photos, videos, etc.) ☐ Review of student research | | | |
| ☐ Analysis of written artifacts | professional standards | | | | |
| ⊠Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | □Other (please specify): | | | |
| The second considerable system to have all the second considerable | ☐Capstone project | Click here to specify. | | | |
| ☐Oral presentation | □Internship | | | | |
| ☐ Course project ☐ Satisfaction Survey | ⊠Interviews | | | | |
| Describe the how the assessment method was implemented, administered, and/or conducted. Pre-Post Test: Online test administered during class in Brightspace | | | | | |
| Senior Exit Interview & Survey: Five students m Outcomes. After the interview, students comp | net with the associate director and talked about leted a survey that included a ratings scale. | the program and the Learning | | | |
| Did your department/program faculty have a goal set for this learning outcome? ☐ No No for pre-post test: 2018 was the first year to pre-and-post test. ☐ No | | | | | |

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.5 out of 5.

| What do the | results sugges | t about stude | ent achieveme | ent of this | learning (| outcome? |
|-------------|----------------|---------------|---------------|-------------|------------|----------|
| | | | | | | |

Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

| Senior Exits: Senior Exits: Learning Outcome | #5 received a rating of 4.6 out of 5, which a | achieves the goal. |
|--|---|--------------------|
| Timeline for the Assessment | | |
| ⊠ Each Semester | ⊠Yearly | ☐ Every other year |

D6) Student Learning Outcome #6: Students will demonstrate an understanding of the methods and techniques of research and information gathering.

| Identify opportunities for students to learn this All students are required to take a course in R capstone project. Students must also demons | esearch Methods. All students are required t | o use research and data in their |
|---|--|---|
| How many students were included in the asses 1. Students included in the portfolio assessmen 2. Students included in the internship superviso | t by external reviewers: 5 | |
| How were students selected to participate in t | he assessment of this outcome? | |
| 1. 5 student portfolio links were selected usin 2. 5 student internship evaluation forms were | | izer.com |
| Assessment Methods Identify the method(s) used to assess this learn | ning outcome. Check all that apply. | |
| ⊠Survey | □Benchmarking | ☐Performance or jury |
| ⊠Rating of skills (e.g., rubrics) | Measuring effectiveness relative to | ⊠Visual collection (photos, videos, etc. |
| | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): |
| professional exam(s) | ☐Capstone project | Click here to specify. |
| ☐ Oral presentation | ⊠Internship | |
| ☐ Course project ☐ Satisfaction Survey | □Interviews | |
| Portfolio assessment survey: Learning O if the student's work reflected the ability if the student used creativity to gather i if the student's work used multiple methed if the student had the ability communication Internal and external reviewers each reviewent in the student portfolio link to an online survey. Internship Evaluation assessment survey | nformation (Excel Column I) nods & sources to research (Excel Column J) ate how information was gathered (Excel Colu ewed five portfolios. Reviewers received two Learning Outcome #6 was assessed in one ca | four categories: umn K) links: ategory: critical, creative and |
| independent thinking. Internship Supervisor scale. | 's were asked to assess the student's work an | d rate the work on a seven-point- |

Score better than 2017 (2017 average was 3.9 out of 5)

Score better than 2017 (2017 average was 6.2)

Did your department/program faculty have a goal set for this learning outcome?

No goal – new in 2018

External portfolio reviews: Internal portfolio reviews:

Internship Evaluations:

Yes

 \square No

12

| External portfolio reviews: | 3.93 out of 5 – Goal achieved |
|---|-------------------------------|
| Internal portfolio reviews: | 4 out of 5 - No goal set |
| Internship Evaluations: | 6.2 out of 7 – Goal achieved |
| AND THE REST OF THE PERSON OF | |

What do the results suggest about student achievement of this learning outcome?

Provide a summary of the results from the assessment of Learning Outcome 6.

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

| Timeline for the Assessment | | |
|-----------------------------|---------|--------------------|
| ⊠Each Semester | ⊠Yearly | ☐ Every other year |

D7) Student Learning Outcome #7: Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

| How many students were includ | ed in the assess | ment of this outcome? | | | | |
|---|--------------------------------------|---|-------------------|---|--|--|
| 1. Students included in the portfo | olio assessment l | by external reviewers: | 5 | | | |
| 2. Students included in the interr | ship supervisor | assessment: | 5 | | | |
| | | Total: | 10 | | | |
| How were students selected to p | participate in the | e assessment of this outcon | ne? | | | |
| | | selected using the online r n forms were randomly se | | | | |
| Assessment Methods Identify the method(s) used to a | assess this learni | ng outcome. Check all that o | apply. | • | | |
| ⊠Survey | | □Benchmarking | | ☐Performance or jury | | |
| ⊠Rating of skills (e.g., rubrics) | | ☐ Measuring effectiveness relative to | | ⊠Visual collection (photos, videos, etc.) | | |
| ☑Analysis of written artifacts | | professional standards | | ☐ Review of student research | | |
| ☐Comprehensive, certification, or professional exam(s) | | ☐ Review of thesis/dissertation/ creative component | | □Other (please specify): | | |
| ☐Oral presentation | | ⊠Capstone project | | Click here to specify. | | |
| □Course project | | ⊠Internship | | | | |
| ☐ Satisfaction Survey | | □Interviews | | | | |
| | eviewers assess i eresting messag | if the students' work show es (column M), ability to w | ed evidence of t | cted. he ability to effectively and clearly, a platforms (column N), ability to | | |
| Internships: Internship superv | isors provide ar | overall assessment of this | s learning outcor | me via survey. | | |
| Did your department/program | faculty have a g | oal set for this learning out | tcome? ⊠Y | 'es □No | | |
| External Portfolio Reviews: Internal Portfolio Reviews: Internship Evaluations: | No goal set i | than 2017 (2017 average w in 2018 than 2017 (2017 average w | | | | |
| Provide a summary of the resu External Portfolio Reviews: Internal Portfolio Reviews: | | goal not achieved | me 7. | | | |

6.2 out of 7 - goal not achieved

Internship Supervisor Reviews:

| | | 1 - 41. | | 14 | | | * l- ! | £ | *I-:- | I | outcome? |
|---|--------|---------|----------|-----------|-----------|-----------|-----------|---------|-------|----------|----------|
| M | n at 1 | וח דרו | IO POCII | ITC CHIGO | act annii | T CTIIMAN | T arniava | mont of | Thic | iparning | OUTCOME |
| | | | | | | | | | | | |

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

| Timeline for the Assessment: | | |
|------------------------------|---------|--------------------|
| ⊠Each Semester | ⊠Yearly | ☐ Every other year |

D8) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| Assessment Methods Identify the method(s) used to assess this learn | ning outcome. Check all that apply. | | | | | |
|---|--|--|--|--|--|--|
| ⊠Survey | ☐Benchmarking | ☐Performance or jury | | | | |
| ☐ Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc. | | | | |
| ☐ Analysis of written artifacts | professional standards | ☐ Review of student research | | | | |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): | | | | |
| □Oral presentation | ☐ Capstone project | Click here to specify. | | | | |
| □Course project | □Internship | | | | | |
| ☐ Satisfaction Survey | ⊠Interviews | nterviews | | | | |
| Describe how the assessment method was implemented, administered, and/or conducted. Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale. Did your department/program faculty have a goal set for this learning outcome? | | | | | | |
| Score 4+ or better out of 5 | Boar see for time rearrange attended | -14 | | | | |
| Provide a summary of the results from the ass Score was 3.75 out of 5 – goal not achieved | sessment of Learning Outcome 8. | | | | | |
| What do the results suggest about student ac MMJ faculty need to address this Learning Out | hievement of this learning outcome? come in appropriate classes. Seniors scored thi | s as the lowest Learning Outcome | | | | |
| Timeline for the Assessment ⊠Yearly | □Every other year | | | | | |

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

| 1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principle involved in mass communication? |
|---|
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication? |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass |
| communications. |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass |
| communication |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| |

Internship Supervisor Learning Outcome Evaluation

| Not applicable | Not demonstrated | Demonstrated only slightly | Demonstrated occasionally | Demonstrated but needs work | Demonstrated well | Expertly demonstrated |
|----------------|------------------|----------------------------|---------------------------|--|-------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | |
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Internal & External Portfolio Review Survey

What is your name? Your answer

What is the name of the student whose portfolio you are analyzing? Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ~



2017 - 2018 Annual Assessment Report

Bachelor of Arts Strategic Communication



School of Media & Strategic Communication

Strategic Communications - Bachelor of Arts

Assessment Report Form 2017-2018

(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 82

Number of students graduated in 2017-2018: 32

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- · Community involvement

C. University Assessment Funds

- 1. Funds were used to pay:
- 15 external reviewers all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers one faculty member from each of SMSC's three programs: strategic communications, multimedia
 journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

| Method | Measured |
|--------|------------|
| MEHIOU | ivicasureu |

Senior exits Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment Learning Outcomes 4, 6 and 7

Pre-Post Test Learning Outcomes 1, 3, 5, 7

Internship Assessment Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

 Fall 2017 & Spring 2018 Pre Test:
 24

 Spring 2018 Post Test:
 18

 Senior Exits:
 5

 Total:
 47

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

| Acc | essm | ont | M | oth | ahor |
|-----|------|-----|---|-----|------|
| | | | | | |

Identify the method(s) used to assess this learning outcome. Check all that apply.

| ⊠Survey | ☐Benchmarking | ☐ Performance or jury | |
|--|---|---|--|
| \square Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) | |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research | |
| ☑Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): | |
| □Oral presentation | ☐Capstone project | Click here to specify. | |
| The second secon | □Internship | | |
| ☐Course project | ⊠Interviews | | |
| ☐Satisfaction Survey | | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest:

50 percent

Average score for SC – BA students who took the pretest

20 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):

28 percent

Average score on questions 31-40 (ethics):

62 percent

Posttest:

Average score for all SMSC students who took the posttest:

67 percent

Average score for SC-BA students who took the posttest:

31 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30:

55 percent

The average score on questions 31-40

75 percent

Senior Exits:

The average for Learning Outcome #1:

4.7 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. The post scores were lower than expected. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give
 full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

| Timeline | for the | Assessme | nt |
|----------|---------|----------|----|

⊠Each Semester

⊠Yearly

□ Every other year

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| rate the level of understanding of the learning | 04.00.11.01 | | |
|--|---|---|--|
| Assessment Methods Identify the method(s) used to assess this learn | ning outcome. Check all that apply. | | |
| ⊠Survey | ☐Benchmarking | ☐ Performance or jury | |
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) | |
| ☐ Analysis of written artifacts | professional standards | \square Review of student research | |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): | |
| □Oral presentation | ☐Capstone project | Click here to specify. | |
| □Course project | □Internship | | |
| ☐ Satisfaction Survey | ⊠Interviews | | |
| | | comes. After the interview, students | |
| | rating of 4.6 out of 5, which achieves the facult tand and have learned a lot about the relevance | | |
| What do the results suggest about student a Goal Achieved. 4.6 out of 5. Seniors agree the | chievement of this learning outcome? ey understand the relevance of human diversity | in mass communications. | |
| Timeline for the Assessment ☐ Each Semester | □Yearly | □Every other year | |

D3) Student Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

| How many stud | dents were include | d in the assessment o | f this outcome? |
|---------------|--------------------|-----------------------|-----------------|
|---------------|--------------------|-----------------------|-----------------|

Fall 2017 & Spring 2018 Pre Test: 18 Spring 2018 Post Test: Senior Exits: 5 47 Total:

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| Assessment Methods | | | | | |
|---------------------------|------|----|--------|------|-----|
| Identify the method(s) | used | to | assess | this | lea |

| Identify the method(s) used to assess this learn | ning outcome. Check all that apply. | | | | | |
|---|---|--|--|--|--|--|
| □Survey | □Benchmarking | ☐Performance or jury | | | | |
| \square Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | \square Visual collection (photos, videos, etc.) | | | | |
| ☐ Analysis of written artifacts | professional standards | ☐ Review of student research | | | | |
| □Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | □Other (please specify): | | | | |
| professional exam(s) | ☐Capstone project | Click here to specify. \ | | | | |
| ☐ Oral presentation | □Internship | | | | | |
| ☐Course project ☐Satisfaction Survey | □Interviews | | | | | |
| Describe the how the assessment method was implemented, administered, and/or conducted. Pre-Post Test: Online test administered during class in Brightspace. | | | | | | |
| Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale. | | | | | | |
| Did your department/program faculty have a goal set for this learning outcome? No for pre-post test: 2018 was the first year to pre-and-post test. Yes for Senior Exits Goal: receive a score of 4+ out of 5 | | | | | | |

| F0 |
|---|
| 59 percent |
| |
| |
| 55 percent |
| |
| |
| 4.2 / 5 |
| this learning outcome? It. Faculty need to revise a few "Media in a Diverse Society" pre-post y of mass communication and the importance of a free press in a them with history, social roles of mass communication and diversity in |
| the class or are enrolled in the class at the same time as the pretest. |
| on because most took "Media in a Diverse Society" during their first |
| g the test. It is possible some students in the posttest did not give full |
| g g |
| |
| nunication history, social roles and diversity. |
| |
| |

⊠Yearly

⊠Each Semester

Provide a summary of the results from the assessment of Learning Outcome 3.

☐ Every other year

D4) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

Total:

- MC 2003 Media Style & Structure
- MC 2023 Electronic Reporting
- SC 3353 Persuasive Writing
- SC 3363 Graphic Design
- SC 3463 Event Planning
- SC 3953 Research Methods
- SC 4493 Advanced PR Writing
- SC 4843 Campaigns

| | | THE LOW SO WEST | G25 T | 50.00 | 1 000 | 200000000000000000000000000000000000000 | 1773.73 | |
|---|------------------------|-----------------|-------|-------------------|-------|---|----------|--|
| | low many students were | hobulani | in | the accordment | 2 | thic | autcama? | |
| п | iow many students were | Included | 1111 | tile assessifient | . UI | UIIIS | outcome: | |

1. Students included in the portfolio assessment by external reviewers: 2. Students included in the internship supervisor assessment: 10

How were students selected to participate in the assessment of this outcome?

- 1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

| ⊠Survey | ☐Benchmarking | ☐ Performance or jury | |
|-----------------------------------|---|---|--|
| ☑Rating of skills (e.g., rubrics) | Measuring effectiveness relative to | ☑Visual collection (photos, videos, etc☐Review of student research☐Other (please specify):Click here to specify. | |
| ☐Analysis of written artifacts | professional standards | | |
| □Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | | |
| professional exam(s) | ☐ Capstone project | | |
| ☐ Oral presentation | der Georgestate dass excellence on one agreement to a | | |
| □Course project | □Internship | | |
| ☐Satisfaction Survey | □Interviews | | |

5

5

Describe the how the assessment method was implemented, administered, and/or conducted.

- 1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
- if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- if the student's work reflected looking beyond the obvious (Excel Column F)
- if the student had the ability to effectively communicate complex ideas (Excel Column G)
- 2. External reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- link to an online survey.

independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-pointscale. ⊠No Did your department/program faculty have a goal set for this learning outcome? Score better than 2017 (2017 average was 3.66 out of 5) External Portfolio Reviews: Internship Evaluations: Score better than 2017 (2017 average was 6.7 out of 7) Internal Portfolio Review: First year - no goal Provide a summary of the results from the assessment of Learning Outcome 4. External Portfolio Reviews: 4 out of 5 Goal achieved 4.1 out of 5 No goal set during first year Internal Portfolio Reviews: Internship Evaluations: 6.8 out of 7 Goal achieved What do the results suggest about student achievement of this learning outcome? Portfolios: Students are better than average at problem solving and critical thinking. Scores increased from 2017. The major needs to do a better job helping students analyze complex situations. Although their ability to communicate complex situations is better, more rigor in complex problem-solving throughout the entire curriculum should be introduced. Perhaps it's a generational thing as the rise of social media has made it convenient to glide across information without proper in-depth analysis. However, it is important for SMSC students to understand the ramifications of complex problems and the art of finding purposeful solutions. **Timeline for the Assessment**

⊠Each Semester

☐ Every other year

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and

D5) Student Learning Outcome #5: Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

| Fall 2017 & Spring 2018 Pre Test: | 24 |
|-----------------------------------|----|
| Spring 2018 Post Test: | 18 |
| Senior Exits: | 5 |
| Total: | 47 |

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| nderstanding of the learning outcome. | | | | | |
|---|---|-----------|---|--|--|
| Assessment Methods Identify the method(s) used to assess this learn | ing outcome. Check all that apply. | | | | |
| ⊠Survey | □Benchmarking | □Perfo | rmance or jury | | |
| ☐Rating of skills (e.g., rubrics) | \square Measuring effectiveness relative to | □Visual | collection (photos, videos | | |
| ☐Analysis of written artifacts | professional standards | □Revie | ☐ Review of student research☐ Other (please specify): | | |
| ⊠Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | □Other | | | |
| professional exam(s) | ☐ Capstone project | Click her | e to specify. | | |
| ☐Oral presentation | □Internship | | | | |
| □Course project | e e e e e e e e e e e e e e e e e e e | | | | |
| ☐Satisfaction Survey | ⊠Interviews | | | | |
| Describe the how the assessment method was Pre-Post Test: Online test administered during | | lucted. | | | |
| Senior Exit Interview & Survey: Five students m Outcomes. After the interview, students comp | | | ram and the Learning | | |
| Did your department/program faculty have a goal set for this learning outcome? ☐ Yes ☐ No No for pre-post test: 2018 was the first year to pre-and-post test. | | | | | |
| Voc for Sonior Evits Goal: receive a score of A+ | out of 5 | | | | |

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest - 21 percent answered correctly

Posttest - 42 percent answered correctly

Seniors ranked this learning outcome as 4.6 out of 5. Goal achieved.

etc.)

| What do the results suggest about student achievement of this learni | ng outcome? |
|--|-------------|
|--|-------------|

Posttest: Students' scores doubled from the pre to post test, which indicates a positive learning curve. However, scores are still low. Recommendations: SMSC should add two more questions to better assess mass communication history, diversity in mass communication and the importance of a free press in a democratic society.

| Sen | IOr | -XI | ts: |
|-----|-----|-----|-----|

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Senior students "strongly agree" they understand and have learned a lot about the relevant theories and concepts of mass communications.

| Timeline | for the | Assessm | ent |
|----------|---------|---------|-----|
| | | | |

| ⊠ Each Semester | ⊠Yearly | ☐ Every other year |
|-----------------|---------|--------------------|
| | | |

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

| Identify or | portunities fo | r students to | learn this | outcome during | the 2017- | 2018 academic y | ear: |
|-------------|----------------|---------------|------------|----------------|-----------|-----------------|------|
|-------------|----------------|---------------|------------|----------------|-----------|-----------------|------|

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

| How many students were included in the assessment of thi | s outcome? |
|--|------------|
|--|------------|

Students included in the portfolio assessment by external reviewers:
 Students included in the internship supervisor assessment:

Total:

5

5

10

How were students selected to participate in the assessment of this outcome?

- 1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

| Λ | ssessm | ont | N/I | atl | 200 | ı |
|---|----------|------|-----|----------|------|---|
| ы | CCECCIII | 2111 | IVI | Θ | 1010 | |

Identify the method(s) used to assess this learning outcome. Check all that apply.

| ⊠Survey | ☐Benchmarking | ☐Performance or jury |
|--|---|---|
| ⊠Rating of skills (e.g., rubrics) | ⊠Measuring effectiveness relative to | ⊠Visual collection (photos, videos, etc.) |
| | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): |
| | □Capstone project | Click here to specify. |
| ☐Oral presentation | ⊠Internship | |
| ☐Course project | * | |
| ☐Satisfaction Survey | □Interviews | |

Describe the how the assessment method was implemented, administered, and/or conducted.

- 1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
- if the student's work reflected the ability gather information (Excel Column H)
- if the student used creativity to gather information (Excel Column I)
- if the student's work used multiple methods & sources to research (Excel Column J)
- if the student had the ability communicate how information was gathered (Excel Column K)
- 2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- link to an online survey.
- 2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome?

☐ Yes

External portfolio reviews:

Score better than 2017 (2017 average was 3.66 out of 5) No goal – new in 2018

Internal portfolio reviews: Internship Evaluations:

Score better than 2017 (2017 average was 6.7)

□No

| Provide a summary of the resi | ults from the assessment of Learning Outcon | ne 6. |
|-------------------------------|---|---|
| External portfolio reviews: | 3.91 out of 5 – Goal achieved | |
| Internal portfolio reviews: | 3.91 out of 5 - No goal set | |
| Internship Evaluations: | 6.8 out of 7 - Goal achieved | |
| | bout student achievement of this learning or ut there is still work to be done. Programs sho | utcome? ould discuss student portfolios and portfolio assignments. |
| ⊠ Each Semester | ⊠Yearly | ☐ Every other year |

D7) Student Learning Outcome #7: Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

| Identify opportunities for students to | o learn this out | tcome during the 20 | 017-2018 academic v | /ear: |
|--|------------------|----------------------|---------------------|-------|
| identity opportunities for students to | Jiearii tilis ou | ttonie during the 20 | TI ZOTO acaaciine | , cui |

Internship Supervisor Reviews:

6.8 out of 7

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

| How many students were include | ed in the assessment of this outcome | ? | | |
|--|---|--|---|--|
| Students included in the portfo | lio assessment by external reviewers: | 5 | | |
| 2. Students included in the intern | ship supervisor assessment: | 5 | | |
| | Total: | 10 | | |
| How were students selected to p | articipate in the assessment of this o | utcome? | | |
| Portfolios: 5 student porti Internships: 5 student inter | folio links were selected using the or nship evaluation forms were randon | nline randomizing tool, nly selected (<u>www.ran</u> | www.randomizer.com domizer.com) | |
| Assessment Methods Identify the method(s) used to a | ssess this learning outcome. Check all | that apply. | | |
| ⊠Survey | □Benchmarking | | ☐Performance or jury | |
| ☑Rating of skills (e.g., rubrics) | ☐ Measuring effective | eness relative to | ⊠Visual collection (photos, videos, etc.) | |
| | professional standards | S | ☐Review of student research | |
| ☐Comprehensive, certification professional exam(s) | , or ☐ Review of thesis/discomponent | ssertation/ creative | □Other (please specify): | |
| Commence and a commence of the | ⊠ Capstone project | | Click here to specify. | |
| ☐Oral presentation | ⊠Internship | | | |
| □Course project | □Interviews | □Interviews | | |
| ☐ Satisfaction Survey | | | | |
| Portfolios: External portfolio re | ent method was implemented, admin eviewers assess if the students' work eresting messages (column M), ability diences (column 0) | showed evidence of th | ne ability to effectively and clearly, | |
| Internships: Internship superv | isors provide an overall assessment | of this learning outcon | ne via survey. | |
| Did your department/program External Portfolio Reviews: Internal Portfolio Reviews: Internship Evaluations: | faculty have a goal set for this learning Score better than 2017 (2017 average No goal set in 2018 Score better than 2017 (2017 average) | rage was 3.6 out of 5) | es □No | |
| Provide a summary of the resu | Its from the assessment of Learning C | Outcome 7. | | |
| External Portfolio Reviews: | 4.3 out of 5 | | | |
| Internal Portfolio Reviews: | 3.8 out of 5 | | | |

| | What do the results sugge | st about studen | t achievement o | f this learning | outcome? |
|--|---------------------------|-----------------|-----------------|-----------------|----------|
|--|---------------------------|-----------------|-----------------|-----------------|----------|

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

| Timeline for the Assessment: | | |
|------------------------------|---------|--------------------|
| ⊠ Each Semester | ⊠Yearly | ☐ Every other year |

D8) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| Assessment Methods Identify the method(s) used to assess this learn | ning outcome. Check all that apply. | | | | |
|--|---|---|--|--|--|
| ⊠Survey | ☐Benchmarking | ☐Performance or jury | | | |
| ☐ Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | \square Visual collection (photos, videos, etc. | | | |
| ☐ Analysis of written artifacts | professional standards | ☐ Review of student research | | | |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐ Other (please specify): | | | |
| □Oral presentation | ☐Capstone project | Click here to specify. | | | |
| □Course project | □Internship | | | | |
| ☐Satisfaction Survey | ⊠Interviews | | | | |
| ⊠Interviews | | | | | |
| Provide a summary of the results from the as Score was 4.8 out of 5 – goal achieved | sessment of Learning Outcome 8. | | | | |
| What do the results suggest about student ac Scores exceeded the past two years. The Schoo concepts and relevant assignments in its curric | ol is doing a good job of presenting and incorpo | rating planning and management | | | |
| Timeline for the Assessment ⊠Yearly | ☐ Every other year | | | | |

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

| 1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication? |
|--|
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| Strongly disagree 1 |
| 2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication? |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass |
| communications. |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass |
| communication |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| |

Internship Supervisor Learning Outcome Evaluation

| To what extent does the intern demonstrate the following characteristics? | Not applicable | Not demonstrated | Demonstrated only slightly | Demonstrated occasionally | Demonstrated but needs work | Demonstrated well | Expertly demonstrated |
|---|----------------|------------------|----------------------------|---------------------------|--------------------------------|-------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications. | | | | | | | |
| An understanding of the relevance of human diversity in mass communications. | | | | | | | |
| An understanding of the history and social role of mass communications. | | | | 9 | | | |
| 4. Critical, creative and individual thinking. | | | | | | | |
| 5. An understanding of the relevant theories and concepts of mass communications. | | | | | | | |
| An understanding of the methods and techniques of research and information gathering. | | | | | | | |
| 7. Appropriate writing, editing and production techniques in mass communications. | | | | | | | |
| An understanding of relevant planning and management methods in mass communications. | | | | | | | |

Internal & External Portfolio Review Survey

What is your name? Your answer

What is the name of the student whose portfolio you are analyzing? Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

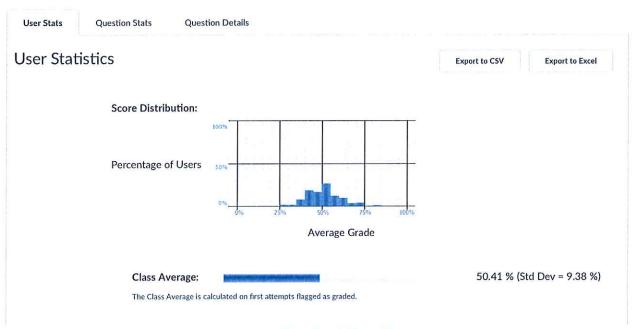
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 -



2017 - 2018 Annual Assessment Report

Bachelor of Science Strategic Communication



School of Media & Strategic Communication

Strategic Communications – Bachelor of Science

Assessment Report Form 2017-2018

(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 196

Number of students graduated in 2017-2018: 63

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- · Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? $\underline{X \text{ YES}} \square \text{No}$ If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

- 1. Funds were used to pay:
- 15 external reviewers all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers one faculty member from each of SMSC's three programs: strategic communications, multimedia
 journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

| - | - | | . 1 | • | | |
|---|----|---|-----|---|---|---|
| n | л. | 1 | ٠. | 6 | ~ | - |
| | | | | | | |
| | | | | | | |

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

| H | ow many | students were | included | in the | assessment of | this outcome? | |
|---|---------|---------------|----------|--------|---------------|---------------|--|
|---|---------|---------------|----------|--------|---------------|---------------|--|

 Fall 2017 & Spring 2018 Pre Test:
 55

 Spring 2018 Post Test:
 46

 Senior Exits:
 5

 Total:
 106

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

| Assessment Methods Identify the method(s) used to assess this led | arning outcome. Check all that apply. | | |
|---|---|--|--|
| ⊠Survey | ☐Benchmarking | ☐Performance or jury | |
| ☐ Rating of skills (e.g., rubrics) | \square Measuring effectiveness relative to | \square Visual collection (photos, videos, etc | |
| ☐Analysis of written artifacts | professional standards | ☐Review of student research | |
| ✓ Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): Click here to specify. | |
| □Oral presentation | ☐Capstone project | | |
| | □Internship | | |
| ☐Course project | ⊠Interviews | | |
| ☐ Satisfaction Survey | Estition views | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome?
☐ Yes ☐ No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest:

50 percent

Average score for SC - BS students who took the pretest

21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):

28 percent

Average score on questions 31-40 (ethics):

62 percent

Posttest:

Average score for all SMSC students who took the posttest:

67 percent

Average score for SC – BS students who took the pretest

32 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30: The average score on questions 31-40

55 percent

75 percent

Senior Exits:

The average for Learning Outcome #1:

4.7 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. The post scores were lower than expected. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the
 end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

| ⊠ Each Semester | ery other year |
|-----------------|----------------|
|-----------------|----------------|

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| understanding of the learning outcome. | | |
|---|---|---|
| Assessment Methods Identify the method(s) used to assess this learn | ing outcome. Check all that apply. | |
| ⊠Survey | □Benchmarking | ☐ Performance or jury |
| □Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or | Review of thesis/dissertation/ creative component | ☐Other (please specify): |
| professional exam(s) | ☐Capstone project | Click here to specify. |
| ☐ Oral presentation | □Internship | |
| ☐ Course project | ⊠Interviews | |
| ☐ Satisfaction Survey | Ealiterviews | |
| Describe the how the assessment method we Students met with the associate director and completed a Learning Outcome survey that in Did your department/program faculty have a Goal: receive a rating of 4.2+ out of 5 | | comes. After the interview, students |
| Senior Exits: Learning Outcome #2 received a | s well as students' strengths and weaknesses rel rating of 4.6 out of 5, which achieves the faculty tand and have learned a lot about the relevance | y goal. |
| What do the results suggest about student a Goal Achieved. 4.6 out of 5. Seniors agree the | chievement of this learning outcome? by understand the relevance of human diversity | in mass communications. |
| Timeline for the Assessment | | E 1 |
| ⊠ Each Semester | □Yearly | ☐ Every other year |

D3) Student Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

| How many students were included | in the assessment of this outcome? |
|---------------------------------|------------------------------------|
|---------------------------------|------------------------------------|

 Fall 2017 & Spring 2018 Pre Test:
 55

 Spring 2018 Post Test:
 46

 Senior Exits:
 5

 Total:
 106

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| Assessment Methods <i>Identify the method(s) used to assess this learn</i> | ing outcome. Check all that apply. | |
|--|--|---|
| □Survey | □Benchmarking | ☐Performance or jury |
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): |
| | ☐Capstone project | Click here to specify. \ |
| ☐ Oral presentation ☐ Course project | □Internship | |
| ☐ Satisfaction Survey | □Interviews | |
| Describe the how the assessment method wa Pre-Post Test: Online test administered during | s implemented, administered, and/or conduct class in Brightspace. | ed. |
| | ciate director and talked about the program and come survey that included the following ratings | |
| Did your department/program faculty have a No for pre-post test: 2018 was the first year to Yes for Senior Exits Goal: receive a score of 4+ | pre-and-post test. | s 🖾 No |

| Provide a summary of the results from the assessment of Le | arning Outcome 3. |
|--|---|
| Pretest: Questions measuring Learning Outcome #3: History & Social Role questions - #41-50 | 59 percent |
| Posttest: Questions measuring Learning Outcome #3: History & Social Role questions - #41-50 | 55 percent |
| Senior Exits Seniors rated this outcome: | 4.2 / 5 |
| questions to better assess students' understanding of history democratic society. Remove the trivia questions and replace mass communication. Things to consider: Students who take the pretest have recently completed to Seniors taking the posttest may not recall the information year. | this learning outcome? Expectage Faculty need to revise a few "Media in a Diverse Society" pre-post of mass communication and the importance of a free press in a them with history, social roles of mass communication and diversity in the class or are enrolled in the class at the same time as the pretest. In because most took "Media in a Diverse Society" during their first the test. It is possible some students in the posttest did not give full |
| Senior Exits: Goal achieved. Seniors are comfortable with their knowledge communication. | of mass communication history and social role of mass |

⊠Yearly

Timeline for the Assessment

⊠Each Semester

☐ Every other year

D4) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 Media Style & Structure
- MC 2023 Electronic Reporting
- SC 3353 Persuasive Writing
- SC 3363 Graphic Design
- SC 3463 Event Planning
- SC 3953 Research Methods
- SC 4493 Advanced PR Writing
- SC 4843 Campaigns

How many students were included in the assessment of this outcome?

Students included in the portfolio assessment by external reviewers:
 Students included in the internship supervisor assessment:

Total: 10

5

How were students selected to participate in the assessment of this outcome?

- 1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

| ⊠Survey | □Benchmarking | ☐Performance or jury | |
|-----------------------------------|--|---|--|
| ⊠Rating of skills (e.g., rubrics) | | ⊠Visual collection (photos, videos, etc.) | |
| ☐ Analysis of written artifacts | professional standards | ☐ Review of student research ☐ Other (please specify): Click here to specify. | |
| □Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | | |
| professional exam(s) | ☐ Capstone project | | |
| ☐ Oral presentation | The second secon | | |
| □Course project | □Internship | | |
| □ Satisfaction Survey | □Interviews | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

- 1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
- if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- if the student's work reflected looking beyond the obvious (Excel Column F)
- if the student had the ability to effectively communicate complex ideas (Excel Column G)
- 2. External reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- · link to an online survey.

independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-pointscale. ⊠No ✓ Yes Did your department/program faculty have a goal set for this learning outcome? Score better than 2017 (2017 average was 3.66 out of 5) External Portfolio Reviews: Internship Evaluations: Score better than 2017 (2017 average was 6.7 out of 7) Internal Portfolio Review: First year - no goal Provide a summary of the results from the assessment of Learning Outcome 4. External Portfolio Reviews: 4 out of 5 Goal achieved No goal set during first year Internal Portfolio Reviews: 4.1 out of 5 6.8 out of 7 Goal achieved Internship Evaluations: What do the results suggest about student achievement of this learning outcome? Portfolios: Students are better than average at problem solving and critical thinking. Scores increased from 2017. The major needs to do a better job helping students analyze complex situations. Although their ability to communicate complex situations is better, more rigor in complex problem-solving should be introduced. Perhaps it's a generational thing as the rise of social media has made it convenient to glide across information without proper in-depth analysis. However, it is important for SMSC students to understand the ramifications of complex problems and the art of finding purposeful solutions. Timeline for the Assessment □ Every other year **⊠** Each Semester

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and

D5) Student Learning Outcome #5: Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

| How many | students | were included | in | the assessment | of th | is outcome? |
|----------|----------|---------------|----|----------------|-------|-------------|
|----------|----------|---------------|----|----------------|-------|-------------|

 Fall 2017 & Spring 2018 Pre Test:
 55

 Spring 2018 Post Test:
 46

 Senior Exits:
 5

 Total:
 106

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| nderstanding of the learning outcome. | | | | | | | |
|---|--|--|--|--|--|--|--|
| Assessment Methods Identify the method(s) used to assess this learn | ing outcome. Check all that apply. | | | | | | |
| ⊠Survey | □Benchmarking | ☐Performance or jury | | | | | |
| ☐Rating of skills (e.g., rubrics) | \square Measuring effectiveness relative to | □Visual collection (photos, videos, etc. | | | | | |
| ☐ Analysis of written artifacts | professional standards | \square Review of student research | | | | | |
| □ Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): | | | | | |
| professional exam(s) | ☐ Capstone project | Click here to specify. | | | | | |
| ☐ Oral presentation | I and the second | | | | | | |
| ☐Course project | □Internship | | | | | | |
| □ Satisfaction Survey | | | | | | | |
| Describe the how the assessment method wa Pre-Post Test: Online test administered during | s implemented, administered, and/or conduct class in Brightspace | ed. | | | | | |

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome?

☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest - 21 percent answered correctly

Posttest - 42 percent answered correctly

Seniors ranked this learning outcome as 4.6 out of 5.

| What | do the resi | ilte euggoet | about student | achievement of | this learning | outcome? |
|------|-------------|--------------|---------------|-----------------|------------------|----------|
| wnat | ao the rest | iits suggest | about student | . acmevement of | tilis learning o | Julcomer |

Posttest: Students' scores doubled from the pre to post test, which indicates a positive learning curve. However, scores are still low. Recommendations: SMSC should add two more questions to better assess mass communication history, diversity in mass communication and the importance of a free press in a democratic society.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the faculty goal. Senior students "strongly agree" they understand and have learned a lot about the relevant theories and concepts in mass communications.

| | | - | | | | |
|------|--------|-------|----|------|-----|-----|
| Time | line ' | tor t | he | ASSE | ssm | ent |

| ⊠ Each Semester | ⊠Yearly | ☐ Every other year |
|-----------------|---------|--------------------|

D6) Student Learning Outcome #6: Students will demonstrate an understanding of the methods and techniques of research and information gathering.

| Identify opportunities for students to learn this outcome | e during the 2017-2018 academic ye | ear: |
|---|------------------------------------|------|
|---|------------------------------------|------|

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

| How many students were included i | n the assessment of this outcome? | | | | |
|---|---|---------------------------------|---|--|--|
| Students included in the portfolio Students included in the internship | | 5 5 10 | | | |
| How were students selected to part | icipate in the assessment of this outcome? | | | | |
| | lected using the online randomizing tool, <u>www</u> forms were randomly selected (<u>www.randomiz</u> | | <u>om</u> | | |
| Assessment Methods Identify the method(s) used to asse | ess this learning outcome. Check all that apply. | | | | |
| ⊠Survey | ☐Benchmarking | □Pe | erformance or jury | | |
| ☑Rating of skills (e.g., rubrics) | ☑ Measuring effectiveness relative t | o ⊠Vi | sual collection (photos, videos, etc. | | |
| ☑Analysis of written artifacts | professional standards | — | ☐ Review of student research☐ Other (please specify): | | |
| ☐Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creacemponent | ative Do | | | |
| professional exam(s) | □Capstone project | Click | here to specify. | | |
| ☐ Oral presentation | | ⊠Internship | | | |
| □ Course project | □Interviews | | | | |
| ☐ Satisfaction Survey | | | | | |
| 1. Portfolio assessment survey: L if the student's work reflected if the student used creativity if the student's work used mu | method was implemented, administered, and/o Learning Outcome #6 assessed by external revie of the ability gather information (Excel Column I to gather information (Excel Column I) altiple methods & sources to research (Excel Col communicate how information was gathered (I | ewers in four c H) umn J) | | | |
| 2. Internal and external reviewerlink to a student portfoliolink to an online survey. | s each reviewed five portfolios. Reviewers rece | eived two links: | 1 | | |
| | ent survey, Learning Outcome #4 was assessed Supervisors were asked to assess the student's | | | | |
| Did your department/program fac External portfolio reviews: Internal portfolio reviews: | culty have a goal set for this learning outcome? Score better than 2017 (2017 average was 3.66 of No goal – new in 2018 | ⊠ Yes out of 5) | □No | | |

Score better than 2017 (2017 average was 6.7)

Internship Evaluations:

| External portfolio reviews: | 3.91 out of 5 – Goal achieved |
|---------------------------------|--|
| Internal portfolio reviews: | 3.91 out of 5 - No goal set |
| Internship Evaluations: | 6.8 out of 7 – Goal achieved |
| What do the results suggest al | bout student achievement of this learning outcome? |
| Scores increased from 2017, but | ut there is still work to be done. Programs should discuss student portfolios and portfolio assignments. |
| Timeline for the Assessment | |

 \square Every other year

Provide a summary of the results from the assessment of Learning Outcome 6.

⊠Each Semester

⊠Yearly

D7) Student Learning Outcome #7: Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Internship Supervisor Reviews:

6.8 out of 7

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

| How many students were in | ncluded in the asse | ssment of this outcome? | | | | |
|---|--|--|-----------------|------------------------------|--|--|
| 1. Students included in the p | ortfolio assessmer | t by external reviewers: | 5 | | | |
| 2. Students included in the in | nternship superviso | or assessment: | 5 | | | |
| | | Total: | 10 | | | |
| How were students selected | d to participate in t | the assessment of this outcome | ? | | | |
| | | re selected using the online rar tion forms were randomly selec | | | | |
| Assessment Methods Identify the method(s) used | d to assess this lear | rning outcome. Check all that ap | oly. | | | |
| ⊠Survey | | □Benchmarking | | □Perfor | mance or jury | |
| ⊠Rating of skills (e.g., rub | rics) | ☐ Measuring effectiveness relative to professional standards | | ⊠Visual | collection (photos, videos, etc.) | |
| ⊠Analysis of written artifa | acts | | | ☐ Review of student research | | |
| ☐Comprehensive, certification, or | | ☐ Review of thesis/dissertation/ creative | | ☐Other (please specify): | | |
| professional exam(s) | | component | | Click her | e to specify. | |
| ☐Oral presentation ☐Course project | | ⊠ Capstone project | | | | |
| | | ⊠Internship | | | | |
| ☐Satisfaction Survey | | □Interviews | | | | |
| Portfolios: External portfo | olio reviewers asses t interesting mess | as implemented, administered, ss if the students' work showed ages (column M), ability to writen 0) | evidence of the | ne ability to | o effectively and clearly, s (column N), ability to | |
| Internships: Internship su | ipervisors provide | an overall assessment of this le | earning outcor | ne via surv | ey. | |
| Did your department/property of the External Portfolio Reviews: Internal Portfolio Reviews: Internship Evaluations: | : Score bet : No goal se | a goal set for this learning outco ter than 2017 (2017 average was et in 2018 ter than 2017 (2017 average was | s 3.6 out of 5) | es | □No | |
| Provide a summary of the | results from the a | ssessment of Learning Outcome | 7. | | | |
| External Portfolio Reviews | NA AN 18 1 | | | | | |
| Internal Portfolio Reviews: | : 3.8 out of | 3 | | | | |

| What do the results suggest about stu | dent achievement o | f this learn | ning outcome? |
|---------------------------------------|--------------------|--------------|---------------|
|---------------------------------------|--------------------|--------------|---------------|

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

| Timeline for the Assessment: | | |
|------------------------------|---------|--------------------|
| ⊠ Each Semester | ⊠Yearly | ☐ Every other year |

D8) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| Assessment Methods Identify the method(s) used to assess this learn | ning outcome. Check all that apply. | | | | | |
|--|---|---|--|--|--|--|
| ⊠Survey | □Benchmarking | ☐Performance or jury | | | | |
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) | | | | |
| ☐ Analysis of written artifacts | professional standards | ☐Review of student research | | | | |
| □Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | □Other (please specify): | | | | |
| professional exam(s) □ Oral presentation | ☐ Capstone project | Click here to specify. | | | | |
| ☐Course project | □Internship | | | | | |
| ☐Satisfaction Survey | ⊠Interviews | | | | | |
| Senior Exit Interview & Survey: Five students n | | the following ratings scale. | | | | |
| Provide a summary of the results from the as Score was 4.8 out of 5 – goal achieved | sessment of Learning Outcome 8. | | | | | |
| What do the results suggest about student ac Scores exceeded the past two years. The Schoo concepts and relevant assignments in its curric | ol is doing a good job of presenting and incorpo | orating planning and management | | | | |
| Timeline for the Assessment ⊠Yearly | ☐ Every other year | | | | | |

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

| Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication? Strongly agree - 5 Agree - 4 Neutral - 3 |
|---|
| Disagree - 2 |
| Strongly disagree – 1 |
| 2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication? |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass |
| communications. |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| 5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass |
| communication |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| |

Internship Supervisor Learning Outcome Evaluation

| Not applicable | Not demonstrated | Demonstrated only slightly | Demonstrated occasionally | Demonstrated but needs work | Demonstrated well | Expertly demonstrated |
|----------------|------------------|----------------------------|---------------------------|--------------------------------|-------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | |
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| | | | | | | |
| | 1 | 1 2 | 1 2 3 | 1 2 3 4 | 1 2 3 4 5 | 1 2 3 4 5 6 |

Internal & External Portfolio Review Survey

What is your name? Your answer

What is the name of the student whose portfolio you are analyzing? Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

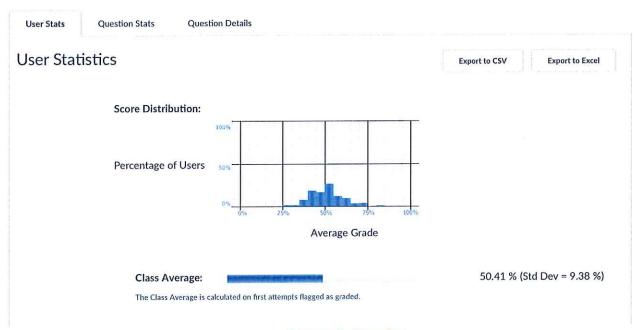
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest -



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 -



2017 - 2018 Annual Assessment Report

Bachelor of Arts Sports Media



School of Media & Strategic Communication Sport Media – Bachelor of Arts

Assessment Report Form 2017-2018

(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 54

Number of students graduated in 2017-2018: 13

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- · Problem-solving skills
- Diversity
- Leadership
- · Community involvement

C. University Assessment Funds

- 1. Funds were used to pay:
- 15 external reviewers all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers one faculty member from each of SMSC's three programs: strategic communications, multimedia
 journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

| How many | students wer | e included in | the assessm | ent of thi | is outcome? |
|----------|--------------|---------------|-------------|------------|-------------|
|----------|--------------|---------------|-------------|------------|-------------|

 Fall 2017 & Spring 2018 Pre Test:
 19

 Spring 2018 Post Test:
 11

 Senior Exits:
 5

 Total:
 35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

| A | | R/A | ~+h | 240 |
|---|------|-----|-----|-----|

Identify the method(s) used to assess this learning outcome. Check all that apply.

| ⊠Survey | ☐Benchmarking | ☐Performance or jury |
|-----------------------------------|---|---|
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research |
| ⊠Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | □Other (please specify): |
| professional exam(s) | ☐ Capstone project | Click here to specify. |
| ☐ Oral presentation | | |
| □Course project | □Internship | |
| □ Satisfaction Survey | ⊠Interviews | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- · Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome?

☑ Yes
☐ No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

| n | ra | 10 | 0 | ٠. |
|---|----|----|----|----|
| | re | | .> | ١. |

Average score for all SMSC students who took the pretest:

50 percent

Average score for SPM - BA students who took the pretest

21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):

28 percent

Average score on questions 31-40 (ethics):

62 percent

Posttest:

Average score for all SMSC students who took the posttest:

67 percent

Average score for SPM-BA students who took the posttest:

36 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30: The average score on questions 31-40

55 percent

75 percent

Senior Exits:

The average for Learning Outcome #1:

4.4 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give
 full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

⊠ Each Semester

⊠Yearly

☐ Every other year

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond

| were selected. Students were interviewed in peunderstanding of the Learning Outcome. | erson and completed a paper survey. Students w | vere asked to rate the level of |
|--|---|--|
| Assessment Methods Identify the method(s) used to assess this learn | ing outcome. Check all that apply. | |
| ⊠Survey | ☐Benchmarking | ☐ Performance or jury |
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | \square Visual collection (photos, videos, etc.) |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): |
| professional exam(s) | ☐Capstone project | Click here to specify. |
| ☐Oral presentation | □Internship | |
| Course project | ⊠Interviews | |
| Satisfaction Survey | | |
| Describe the how the assessment method w Students met with the associate director and completed a Learning Outcome survey. | as implemented, administered, and/or conductalked about the program and the Learning Out | ted. comes. After the interview, students |
| Did your department/program faculty have a Goal: receive a rating of 4+ out of 5 | a goal set for this learning outcome? ⊠Ye | es □No |
| Provide a summary of the results from the as Senior Exits: Learning Outcome #2 received a Senior students "agree" they have an underst | rating of 4.4 out of 5, which achieves the goal. randing of the history and social roles in mass co | ommunications. |
| What do the results suggest about student a Goal Achieved. 4.4 out of 5. Seniors agree the | chievement of this learning outcome? y understand the relevance of human diversity | in mass communications. |
| Timeline for the Assessment | | |
| ⊠ Each Semester | □Yearly | ☐ Every other year |

D3) Student Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications.

| Identify opportunities for students to learn this outcome during the 2017-2018 academic y | dentify o | opportunities for students to | learn this outcome | during the 2017-2018 | academic yea |
|---|-----------|-------------------------------|--------------------|----------------------|--------------|
|---|-----------|-------------------------------|--------------------|----------------------|--------------|

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

| How many students were included in the assessment of this o | this outcome? |
|---|---------------|
|---|---------------|

19 Fall 2017 & Spring 2018 Pre Test: Spring 2018 Post Test: 11 5 Senior Exits: 35 Total:

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome

| nderstanding of the learning outcome. | | | |
|--|---|--|--|
| Assessment Methods Identify the method(s) used to assess this lear | ning outcome. Check all that apply. | | |
| □Survey | □Benchmarking | ☐Performance or jury | |
| ☐Rating of skills (e.g., rubrics) | ☐Measuring effectiveness relative to | □Visual collection (photos, videos, etc. | |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research | |
| ☐Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): | |
| professional exam(s) | | Click here to specify. \ | |
| □Oral presentation | ☐Capstone project | | |
| □Course project | □Internship | | |
| □ Satisfaction Survey | | | |
| Describe the how the assessment method w Pre-Post Test: Online test administered during | as implemented, administered, and/or conduct g class in Brightspace. | ed. | |

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome?

⊠Yes

⊠No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

| Pretest: Questions measuring Learning Outcome #3: History & Social Role questions - #41-50 | 59 percent | | | |
|---|----------------------------|---------------------|--|--|
| Posttest: Questions measuring Learning Outcome #3: History & Social Role questions - #41-50 | 55 percent | | | |
| Senior Exits Seniors rated Learning Outcome #3: | 4/5 | | | |
| What do the results suggest about student achievement of this learning outcome? Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider: Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest. Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year. Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort. | | | | |
| Senior Exits: Seniors are comfortable with their knowledge of | mass communication history | y and social roles. | | |
| Timeline for the Assessment ⊠ Each Semester ⊠ | ∄Yearly | ☐ Every other year | | |

Provide a summary of the results from the assessment of Learning Outcome 3.

D4) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 Media Style & Structure
- MC 2023 Electronic Reporting
- SC 3353 Persuasive Writing
- SC 3363 Graphic Design
- SC 3463 Event Planning
- SC 3953 Research Methods
- SC 4493 Advanced PR Writing
- SC 4843 Campaigns

| | | | | The state of the s | |
|------------------------|----------|--------|------------|--|----------|
| How many students were | : l d d | in the | accocomont | of this | outcomo? |
| How many students were | inciuaea | in the | assessment | OI UIIIS | outcome: |

1. Students included in the portfolio assessment by external reviewers:52. Students included in the internship supervisor assessment:5Total:10

How were students selected to participate in the assessment of this outcome?

- 1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

| ⊠Survey | □Benchmarking | ☐ Performance or jury |
|--|--|---|
| ⊠Rating of skills (e.g., rubrics) | | ⊠Visual collection (photos, videos, etc.) |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): |
| | ☐ Capstone project | Click here to specify. |
| ☐ Oral presentation | □Internship | |
| ☐Course project | According to the control of the cont | |
| ☐ Satisfaction Survey | □Interviews | |

Describe the how the assessment method was implemented, administered, and/or conducted.

- 1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
- if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- if the student's work reflected looking beyond the obvious (Excel Column F)
- if the student had the ability to effectively communicate complex ideas (Excel Column G)
- 2. External reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- link to an online survey.

| 2. Internship Evaluation assessm independent thinking. Internship scale. | ent survey, Learn Supervisors were | ing Outcome #4 was assessed in or e asked to assess the student's wor | ne category: crit k and rate the w | ical, creative and ork on a seven-point- |
|--|--|--|--|--|
| Did your department/program factories that the External Portfolio Reviews: Internal Portfolio Review: Internship Evaluations: | Score better than First year – no go | 2017 (2017 average was 3.65 out o | | ⊠No |
| Provide a summary of the results of External Portfolio Reviews: Internal Portfolio Reviews: Internship Evaluations: What do the results suggest about Results indicate that there was a lastories are required in the capston filing. | 3.3 out of 5 3.5 out of 5 6.6 out of 7 t student achiever | Goal not achieved No goal set during first year Goal achieved | folios. Additiona d perhaps one sto | hard-hitting/in-depth ory that includes an FOIA |
| Timeline for the Assessment ⊠Each Semester | ⊠Yea | arly | □Every ot | her year |

D5) Student Learning Outcome #5: Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

| How many students were inc | cluded in the assessment o | of this outcome? |
|----------------------------|----------------------------|------------------|
|----------------------------|----------------------------|------------------|

 Fall 2017 & Spring 2018 Pre Test:
 19

 Spring 2018 Post Test:
 11

 Senior Exits:
 5

 Total:
 35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| nderstanding of the learning outcome. | | |
|--|--|--|
| Assessment Methods Identify the method(s) used to assess this lear | ning outcome. Check all that apply. | |
| ⊠Survey | □Benchmarking | ☐Performance or jury |
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | \square Visual collection (photos, videos, etc.) |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research |
| ⊠Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | □Other (please specify): |
| professional exam(s) | Capstone project | Click here to specify. |
| ☐ Oral presentation | Description of the constitution (A. A. D. S. ♥ Philadelphi). | |
| □Course project | □Internship | |
| ☐Satisfaction Survey | ⊠Interviews | |
| | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome?
☐ No No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.6 out of 5.

| Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes. |
|--|
| Senior Exits: Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the faculty goal. |
| Timeline for the Assessment |

☐ Every other year

What do the results suggest about student achievement of this learning outcome?

⊠Each Semester

⊠Yearly

D6) Student Learning Outcome #6: Students will demonstrate an understanding of the methods and techniques of research and information gathering.

| Identify opportunities for students to learn this outco | ome during the 2017-2018 academic year |
|---|--|
|---|--|

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

| How many students were | included in | the assessment | of this outcome? |
|------------------------|-------------|----------------|------------------|
|------------------------|-------------|----------------|------------------|

1. Students included in the portfolio assessment by external reviewers:

5 _____5 10

2. Students included in the internship supervisor assessment:

Total:

How were students selected to participate in the assessment of this outcome?

- 1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

☐Course project

Identify the method(s) used to assess this learning outcome. Check all that apply.

☑ Survey
 ☑ Rating of skills (e.g., rubrics)
 ☑ Analysis of written artifacts
 ☐ Comprehensive, certification, or professional exam(s)
 ☐ Capstone project

☑Visual collection (photos, videos, etc.)

☐ Review of student research☐ Other (please specify):

☐ Performance or jury

Click here to specify.

☐ Satisfaction Survey

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:

⊠Internship

□Interviews

- if the student's work reflected the ability gather information (Excel Column H)
- if the student used creativity to gather information (Excel Column I)
- if the student's work used multiple methods & sources to research (Excel Column J)
- if the student had the ability communicate how information was gathered (Excel Column K)
- 2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- · link to an online survey.
- 2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome?

Yes

□No

External portfolio reviews:

Score better than 2017 (2017 average was 3.77 out of 5)

Internal portfolio reviews:

No goal – new in 2018

Internship Evaluations:

Score better than 2017 (2017 average was 6.7)

3.91 out of 5 - Goal achieved External portfolio reviews: 3.15 out of 5 - No goal set Internal portfolio reviews: 6.8 out of 7 - Goal achieved

Internship Evaluations:

What do the results suggest about student achievement of this learning outcome?

Provide a summary of the results from the assessment of Learning Outcome 6.

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment ☐ Every other year ⊠Yearly **⊠** Each Semester

D7) Student Learning Outcome #7: Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Internship Supervisor Reviews:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

| low many students were included | | | 5 | | | |
|---|-------------------------------|---|--|--------------------------|---|-----------|
| 1. Students included in the portfolio | | | | | | |
| Students included in the internshi | p supervisor : | assessment: | 5 | | | |
| | | Total: | 10 | | | |
| How were students selected to part | ticipate in the | e assessment of this outcom | e? | | | |
| Portfolios: 5 student portfoli nternships: 5 student internsl | o links were nip evaluatio | selected using the online rain forms were randomly sel | indomizing tool, ected (<u>www.ran</u> | www.rando domizer.con | omizer.com n) | |
| Assessment Methods Identify the method(s) used to asse | ess this learni | ing outcome. Check all that a | pply. | | | |
| ⊠Survey | | □Benchmarking | | □Perform | ance or jury | |
| ⊠Rating of skills (e.g., rubrics) | | ☐ Measuring effectiveness r | elative to | ⊠Visual co | ollection (photos, vid | eos, etc. |
| | | professional standards | | Review | of student research | |
| ☐Comprehensive, certification, or | • | ☐ Review of thesis/dissertat component | ion/ creative | □Other (p | lease specify): | |
| professional exam(s) | | | | Click here t | to specify. | |
| ☐ Oral presentation | | | | | | |
| □Course project | | | | | | |
| ☐Satisfaction Survey | | □Interviews | | | | |
| Describe the how the assessment Portfolios: External portfolio revie (column L), ability to craft intere- communicate with diverse audie | ewers assess sting messag | if the students' work showe ges (column M), ability to w | ed evidence of th | ne ability to o | effectively and clear (column N), ability to | ly, o |
| Internships: Internship superviso | ors provide a | n overall assessment of this | learning outcon | ne via surve | у. | |
| Did your department/program fa | culty have a | goal set for this learning out | come? ⊠Y | es | □No | |
| External Portfolio Reviews: Internal Portfolio Reviews: Internship Evaluations: | No goal set | er than 2017 (2017 average w in 2018 er than 2017 (2017 average w | | | | |
| Provide a summary of the results External Portfolio Reviews: Internal Portfolio Reviews: Internship Supervisor Reviews: | 3.4 out of 5 3.15 out of | – goal not achieved | ne 7. | | | |

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

| Timeline for the Assessment: | | |
|------------------------------|---------|--------------------|
| ⊠ Each Semester | ⊠Yearly | ☐ Every other year |

D8) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| Assessment Methods Identify the method(s) used to assess this learn | ning outcome. Check all that apply. | | |
|---|---|---|--|
| ⊠Survey | ☐Benchmarking | ☐Performance or jury | |
| ☐ Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) | |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research | |
| □Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): | |
| professional exam(s) | ☐ Capstone project | Click here to specify. | |
| ☐ Oral presentation | □Internship | | |
| ☐Course project | ⊠Interviews | | |
| ☐ Satisfaction Survey | | | |
| Describe how the assessment method was implemented, administered, and/or conducted. Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale. | | | |
| Did your department/program faculty have a goal set for this learning outcome? Score 4.4 or better out of 5 □ No | | | |
| Provide a summary of the results from the assessment of Learning Outcome 8. Score was 4.6 out of 5 – goal achieved | | | |
| What do the results suggest about student achievement of this learning outcome? Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula. | | | |
| Timeline for the Assessment ⊠ Yearly | □Every other year | | |

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

| Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication? Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
|--|
| Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication? Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
| Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
| 4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
| 5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |

Internship Supervisor Learning Outcome Evaluation

| To what extent does the intern demonstrate the following characteristics? | Not applicable | Not demonstrated | Demonstrated only slightly | Demonstrated occasionally | Demonstrated but needs work | Demonstrated well | Expertly demonstrated |
|---|----------------|------------------|----------------------------|---------------------------|--------------------------------|-------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications. | | | | 0 | | | |
| 2. An understanding of the relevance of human diversity in mass communications. | | | | | | | |
| An understanding of the history and social role of mass communications. | | | | | | | |
| 4. Critical, creative and individual thinking. | | | | | | | |
| An understanding of the relevant theories and concepts of mass communications. | | | | | | | |
| An understanding of the methods and techniques of research and information gathering. | | | | | | | |
| 7. Appropriate writing, editing and production techniques in mass communications. | | | × | | | | |
| An understanding of relevant planning and management methods in mass communications. | | | | | | | |

Internal & External Portfolio Review Survey

What is your name? Your answer

What is the name of the student whose portfolio you are analyzing? Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

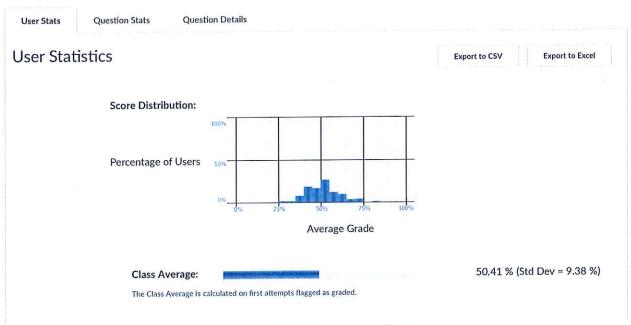
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

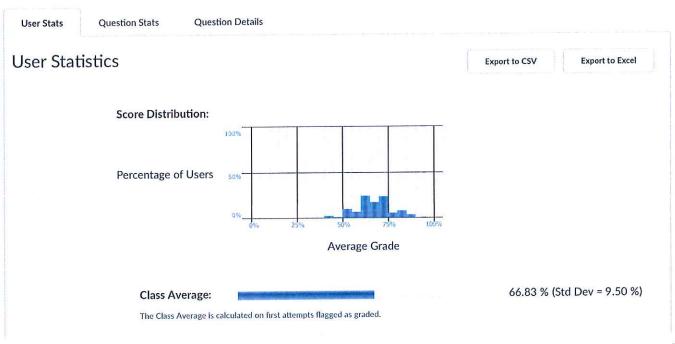
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest -



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 -



2017 - 2018 Annual Assessment Report

Bachelor of Science Sports Media



School of Media & Strategic Communication Sport Media – Bachelor of Science

Assessment Report Form 2017-2018

(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 98

Number of students graduated in 2017-2018: 28

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? XYES \sumbox No If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

- 1. Funds were used to pay:
- 15 external reviewers all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
- 3 internal reviewers one faculty member from each of SMSC's three programs: strategic communications, multimedia
 journalism and sport media. Each assessed a random sample of students' digital portfolios.
- Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers.
 Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

| How many students were include | | f Alain | Composition |
|---------------------------------|--------------------|-----------|-------------|
| Llaw many ctudents were include | d in the assessmen | r or this | outcome: |

 Fall 2017 & Spring 2018 Pre Test:
 31

 Spring 2018 Post Test:
 16

 Senior Exits:
 5

 Total:
 52

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods Identify the method(s) used to assess this learning outcome. Check all that apply.

| ⊠Survey | □Benchmarking | ☐Performance or jury | |
|---|---|--|--|
| ☐ Rating of skills (e.g., rubrics) | ☐Measuring effectiveness relative to | \square Visual collection (photos, videos, etc.) | |
| ☐ Analysis of written artifacts | professional standards | ☐Review of student research | |
| ☐ Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): Click here to specify. | |
| □Oral presentation | ☐ Capstone project | Chek here to speeny. | |
| □Course project | □Internship | | |
| ☐Satisfaction Survey | ⊠Interviews | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

| - | 88 | | | | - | | |
|---|----|---|---|---|---|---|---|
| P | r | α | ۰ | Δ | C | t | ۰ |
| | | | | | | | |

Average score for all SMSC students who took the pretest:

50 percent

Average score for SPM – BS students who took the pretest

22 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):

28 percent

Average score on questions 31-40 (ethics):

62 percent

Posttest:

Average score for all SMSC students who took the posttest:

67 percent

Average score for SPM-BS students who took the posttest:

35 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30:

55 percent

The average score on questions 31-40 75 percent

Senior Exits:

The average for Learning Outcome #1:

4.4 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the
 end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give
 full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

⊠Each Semester

☐ Every other year

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications:

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

| were selected. Students were interviewed in po understanding of the Learning Outcome. | erson and completed a paper survey. Students (| were asked to rate the level of | | | |
|---|---|--|--|--|--|
| Assessment Methods Identify the method(s) used to assess this learn | ning outcome. Check all that apply. | | | | |
| ⊠Survey | □Benchmarking | ☐Performance or jury | | | |
| ☐Rating of skills (e.g., rubrics) | ☐Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) | | | |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research | | | |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): | | | |
| □Oral presentation | ☐ Capstone project | Click here to specify. | | | |
| □Course project | □Internship | | | | |
| □Satisfaction Survey | | | | | |
| Describe the how the assessment method we Students met with the associate director and completed a Learning Outcome survey. | ras implemented, administered, and/or conduct talked about the program and the Learning Ou | cted. tcomes. After the interview, students | | | |
| Did your department/program faculty have Goal: receive a rating of 4+ out of 5 | a goal set for this learning outcome? ⊠Y | res □No | | | |
| Provide a summary of the results from the a Senior Exits: Learning Outcome #2 received a | | | | | |
| What do the results suggest about student a Goal Achieved. 4.4 out of 5. Seniors agree the | achievement of this learning outcome? ey understand the relevance of human diversity | in mass communications. | | | |
| Timeline for the Assessment ☑ Each Semester | □Yearly | ☐Every other year | | | |

D3) Student Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications.

| Identify | opportunities for students to | learn this outcome during th | he 2017-2018 | academic year: |
|-----------|-------------------------------|------------------------------|--------------|----------------|
| IUCITUITY | Opportunities is: standard | | | |

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

| Ethics. All of the courses include curri | cula on the history and social role of mass communi | cations. | | |
|---|--|---|--|--|
| How many students were included in t | he assessment of this outcome? | | | |
| Fall 2017 & Spring 2018 Pre Test: 19 Spring 2018 Post Test: 11 Senior Exits: 5 Total: 35 | | | | |
| How were students selected to partici | pate in the assessment of this outcome? | | | |
| Pre-Post Test: All students enrolled in N weeks of the semester. All students en Brightspace during the final few weeks | AC 2003 - Media Style & Structure - took an online pre rolled in SC 4843, SPM 4883 and MMJ 4973 (capstone of the semester. | courses) took an online posttest in | | |
| Senior Exit Survey: Academic advisers of to respond were selected. Students we understanding of the learning outcome | emailed all graduating seniors asking for participation. The interviewed in person and completed a paper survents. | The first five students (from each program) ey. Students were asked to rate the level of | | |
| Assessment Methods Identify the method(s) used to assess | this learning outcome. Check all that apply. | | | |
| □Survey | ☐Benchmarking | ☐Performance or jury | | |
| ☐ Rating of skills (e.g., rubrics) | ☐Measuring effectiveness relative to | □Visual collection (photos, videos, etc. | | |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research | | |
| ☐Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | ☐ Other (please specify): | | |
| professional exam(s) | ☐Capstone project | Click here to specify. \ | | |
| ☐Oral presentation | □Internship | | | |
| ☐Course project ☐Satisfaction Survey | □Interviews | | | |
| Describe the how the assessment m Pre-Post Test: Online test administer | ethod was implemented, administered, and/or condu ed during class in Brightspace. | ucted. | | |
| Senior Exit Survey: Students met with interview, students completed a Lear | n the associate director and talked about the program rning Outcome survey. | and the Learning Outcomes. After the | | |
| Did your department/program facul | ty have a goal set for this learning outcome? | Yes ⊠No | | |

| Pretest: Questions measuring Learning Outo History & Social Role questions -# | | 9 percent | | | |
|---|-------------------------|------------------------------------|-------------------|--|--|
| Posttest: Questions measuring Learning Out History & Social Role questions -# | | 55 percent | | | |
| Senior Exits Seniors rated Learning Outcome #3 | 3: | 1/5 | | | |
| What do the results suggest about student achievement of this learning outcome? Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider: Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest. Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year. Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort. | | | | | |
| Senior Exits: Seniors are comfortable with their | knowledge of mass commu | nication history and social roles. | ÷ | | |
| Timeline for the Assessment ⊠ Each Semester | ⊠Yearly | | □Every other year | | |

Provide a summary of the results from the assessment of Learning Outcome 3.

D4) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

| Identify opportunities for students to learn this outcome during the 2017-2018 academic years | udents to learn this outcome during the 2017-2018 academic ye | year |
|---|---|------|
|---|---|------|

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 Media Style & Structure
- MC 2023 Electronic Reporting
- SC 3353 Persuasive Writing
- SC 3363 Graphic Design
- SC 3463 Event Planning
- SC 3953 Research Methods
- SC 4493 Advanced PR Writing
- SC 4843 Campaigns

| How many students were | included | in the | assessment | of this | outcome? |
|------------------------|-----------|----------|----------------|---------|----------|
| now many students were | IIICIUUCU | 111 6116 | UJJCJJIII CIII | | |

1. Students included in the portfolio assessment by external reviewers: 5
2. Students included in the internship supervisor assessment: 5
Total: 10

How were students selected to participate in the assessment of this outcome?

- 1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 2. 5 student internship evaluation forms were randomly selected (<u>www.randomizer.com</u>)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

| ⊠Survey | ☐Benchmarking | ☐Performance or jury | |
|--|---|---|--|
| ⊠Rating of skills (e.g., rubrics) | | ⊠Visual collection (photos, videos, etc.) | |
| ☐Analysis of written artifacts | professional standards | ☐Review of student research | |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): | |
| | ☐ Capstone project | Click here to specify. | |
| □Oral presentation | □Internship | | |
| ☐Course project | □Interviews | | |
| ☐Satisfaction Survey | | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

- 1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
- if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- if the student's work reflected looking beyond the obvious (Excel Column F)
- if the student had the ability to effectively communicate complex ideas (Excel Column G)
- 2. External reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- link to an online survey.

| 2. Internship Evaluation assessmindependent thinking. Internship scale. | ent survey, Learn Supervisors were | ing Outcome #4 was assessed in or e asked to assess the student's wor | ne category: crit k and rate the w | ical, creative and ork on a seven-point- | | |
|--|---------------------------------------|--|---------------------------------------|---|--|--|
| Did your department/program fac | culty have a goal s | et for this learning outcome? | ⊠ Yes | ⊠No | | |
| External Portfolio Reviews: | Score better than | 1 2017 (2017 average was 3.65 out o | f 5) | | | |
| Internal Portfolio Review: | First year – no go | | | | | |
| Internship Evaluations: | Score better than | 1 2017 (2017 average was 5.8 out of | 7) | | | |
| e Prince Control Control Control English (September 2018) (September 2018) (September 2018) | | | | | | |
| Provide a summary of the results | from the assessm | ent of Learning Outcome 4. | | | | |
| External Portfolio Reviews: | 3.6 out of 5 | Goal achieved | | | | |
| Internal Portfolio Reviews: | 3.5 out of 5 | No goal set during first year | | | | |
| Internship Evaluations: | 6.6 out of 7 | Goal achieved | | | | |
| What do the results suggest about student achievement of this learning outcome? Results indicate there is room for improvement. Perhaps there is a lack of hard journalism stories or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filling. | | | | | | |
| Timeline for the Assessment ⊠Each Semester | ⊠Ye | arly | □Every ot | her year | | |

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

| How many students were included in the ass | essment of this outcome? | | | | |
|--|--|--|--|--|--|
| Fall 2017 & Spring 2018 Pre Test: 19 | | | | | |
| Spring 2018 Post Test: 11 | | | | | |
| Senior Exits: <u>5</u> Total: 35 | | | | | |
| Total. 33 | | 2 | | | |
| weeks of the semester. All students enrolled i Brightspace during the final few weeks of the | 03 - Media Style & Structure - took an online pro n SC 4843, SPM 4883 and MMJ 4973 (capstone o semester. | courses) took an online posttest in | | | |
| Senior Exit Survey: Academic advisers emailed to respond were selected. Students were inte understanding of the learning outcome. | all graduating seniors asking for participation. Triewed in person and completed a paper surve | The first five students (from each program) y. Students were asked to rate the level of | | | |
| Assessment Methods Identify the method(s) used to assess this led | arning outcome. Check all that apply. | | | | |
| ⊠Survey | ☐Benchmarking | ☐Performance or jury | | | |
| ☐Rating of skills (e.g., rubrics) | ☐Measuring effectiveness relative to | □Visual collection (photos, videos, etc. | | | |
| ☐Analysis of written artifacts | professional standards | ☐ Review of student research | | | |
| ⊠Comprehensive, certification, or | ☐Review of thesis/dissertation/ creative component | □Other (please specify): | | | |
| professional exam(s) | ☐Capstone project | Click here to specify. | | | |
| ☐Oral presentation | □Internship | | | | |
| ☐Course project | ⊠Interviews | | | | |
| ☐ Satisfaction Survey | | | | | |
| Pre-Post Test: Online test administered duri | | | | | |
| Senior Exit Interview & Survey: Five student Outcomes. After the interview, students con | s met with the associate director and talked about a survey that included a ratings scale. | out the program and the Learning | | | |
| Did your department/program faculty have No for pre-post test: 2018 was the first year | e a goal set for this learning outcome? | Yes | | | |
| Yes for Senior Exits Goal: receive a score of | 4+ out of 5 | | | | |
| Provide a summary of the results from the One question (#21) on the pre-post test me Pretest – 21 percent answered cor Posttest – 42 percent answered co | asured an understanding of the theory. rectly | | | | |

Seniors ranked Learning Outcome #5 as 4.6 out of 5.

| Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes. |
|--|
| Senior Exits: Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal. |

What do the results suggest about student achievement of this learning outcome?

⊠Yearly

Timeline for the Assessment

⊠Each Semester

D6) Student Learning Outcome #6: Students will demonstrate an understanding of the methods and techniques of research and information gathering.

5

| Identify opportunities for students to learn this outcome during the 2017-20 | ·2018 academic year |
|--|---------------------|
|--|---------------------|

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers: 5 2. Students included in the internship supervisor assessment: 10 Total:

How were students selected to participate in the assessment of this outcome?

- 1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

| - 1 (報意) 2f (報の) | | | | | |
|-----------------------------------|---|--|--|--|--|
| ⊠Survey | □Benchmarking | ☐ Performance or jury | | | |
| ⊠Rating of skills (e.g., rubrics) | | oxtimes Visual collection (photos, videos, etc.) | | | |
| ☑Analysis of written artifacts | professional standards | ☐ Review of student research | | | |
| ☐Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): | | | |
| professional exam(s) | | Click here to specify. | | | |
| □Oral presentation | ☐Capstone project | | | | |
| □Course project | ⊠Internship | | | | |
| Satisfaction Survey | □Interviews | | | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

- 1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
- if the student's work reflected the ability gather information (Excel Column H)
- if the student used creativity to gather information (Excel Column I)
- if the student's work used multiple methods & sources to research (Excel Column J)
- if the student had the ability communicate how information was gathered (Excel Column K)
- 2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
- link to a student portfolio
- link to an online survey.
- 2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-pointscale.

Did your department/program faculty have a goal set for this learning outcome?

Score better than 2017 (2017 average was 3.7 out of 5) External portfolio reviews:

No goal - new in 2018 Internal portfolio reviews:

Score better than 2017 (2017 average was 6.7) Internship Evaluations:

Provide a summary of the results from the assessment of Learning Outcome 6.

□No

External portfolio reviews:

3.7 out of 5 - Goal achieved

Internal portfolio reviews:

3.15 out of 5 - No goal

Internship Evaluations:

6.8 out of 7 - Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Faculty should discuss student portfolios and portfolio assignments.

| - | | c 1 | | | L |
|------|------|--------|------|------------|---|
| Time | line | tor ti | ne A | Assessment | C |

⊠Each Semester ⊠Yearly □Every other year

D7) Student Learning Outcome #7: Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

| | | | ment of this outcome? by external reviewers: | 5 | | |
|---|---|-------------------------------|---|---|-------------------------------------|---|
| 2. Students includ | led in the internship | p supervisor | assessment: | 5 | | |
| | | 35.3 | Total: | 10 | | |
| How were studen | nts selected to part | icipate in th | e assessment of this outco | ome? | | |
| | • | | | | | |
| Portfolios: Internships: | 5 student portfolio 5 student internsh | o links were nip evaluatio | selected using the online on forms were randomly s | e randomizing too selected (<u>www.ra</u> | l, <u>www.rando</u> ndomizer.con | <u>mizer.com</u> <u>1</u>) |
| Assessment Me Identify the met | ethods hod(s) used to asse | ss this learn | ing outcome. Check all tha | t apply. | | |
| ⊠Survey | | | □Benchmarking | | □Perform | ance or jury |
| ⊠Rating of skill | s (e.g., rubrics) | | ☐Measuring effectivenes | s relative to | ⊠Visual co | ollection (photos, videos, etc.) |
| ⊠Analysis of w | ritten artifacts | | professional standards | | □Review | of student research |
| ☐Comprehensive, certification, or professional exam(s) | | | ☐ Review of thesis/dissertation/ creative component | | □Other (p | lease specify): |
| | | | ⊠Capstone project | | Click here | to specify. |
| ☐Oral presenta | ation | | 25 252 | | | |
| ☐Course projec | ct | | ⊠Internship | | | |
| ☐Satisfaction S | Survey | | □Interviews | | | |
| Portfolios: Exte (column L), abi | rnal portfolio revie | wers assess sting messag | s implemented, administe if the students' work sho ges (column M), ability to n 0) | wed evidence of | the ability to $\mathfrak e$ | effectively and clearly, column N), ability to |
| Internships: Int | ternship superviso | rs provide a | n overall assessment of t | his learning outco | ome via surve | /. |
| Did your depar External Portfol Internal Portfol Internship Evalu | lio Reviews: io Reviews: | Score bette No goal set | goal set for this learning o er than 2017 (2017 average in 2018 er than 2017 (2017 average | e was 3.6 out of 5) | lYes | □No |
| External Portfol Internal Portfol | lio Reviews: | 3.5 out of 5 3 out of 5 | sessment of Learning Outo 5 – goal not achieved 7 – goal not achieved | come 7. | | |

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

| Timeline for the Assessment: | | |
|------------------------------|---------|--------------------|
| ⊠Each Semester | ⊠Yearly | ☐ Every other year |

D8) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

| Assessment Methods Identify the method(s) used to assess this learn | ning outcome. Check all that apply. | | | | | |
|--|--|---|--|--|--|--|
| ⊠Survey | □Benchmarking | ☐Performance or jury | | | | |
| ☐Rating of skills (e.g., rubrics) | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) | | | | |
| ☐ Analysis of written artifacts | professional standards | ☐Review of student research | | | | |
| □Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | □Other (please specify): | | | | |
| professional exam(s) | ☐Capstone project | Click here to specify. | | | | |
| □Oral presentation | □Internship | | | | | |
| Course project | ⊠Interviews | | | | | |
| Senior Exit Interview & Survey: Five students i | nplemented, administered, and/or conducted. met with the associate director and talked abou | it the program and the Learning | | | | |
| Outcomes. After the interview, students comp Did your department/program faculty have a Score 4.4 or better out of 5 | oleted a Learning Outcome survey that included a goal set for this learning outcome? ⊠Yo | | | | | |
| Provide a summary of the results from the as Score was 4.6 out of 5 – goal achieved | ssessment of Learning Outcome 8. | | | | | |
| What do the results suggest about student as Scores exceeded the past two years. The Scho concepts and relevant assignments in its curri | ool is doing a good job of presenting and incorp | orating planning and management | | | | |
| Timeline for the Assessment ⊠Yearly | □Every other year | | | | | |

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

| Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication? Strongly agree - 5 |
|---|
| Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication? Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
| Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
| 4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree – 1 |
| 5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |

Internship Supervisor Learning Outcome Evaluation

| To what extent does the intern demonstrate the following characteristics? | Not applicable | Not demonstrated | Demonstrated only slightly | Demonstrated occasionally | Demonstrated but needs work | Demonstrated well | |
|--|----------------|------------------|----------------------------|---------------------------|--------------------------------|-------------------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications. | | | | | 됨 | | |
| 2. An understanding of the relevance of human diversity in mass communications. | | | | | | | |
| 3. An understanding of the history and social role of mass communications. | | | | | | | |
| 4. Critical, creative and individual thinking. | | | | | | | |
| An understanding of the relevant theories and concepts of mass communications. | | | | | | | |
| An understanding of the methods and techniques of research and information gathering. | | | | | | | |
| 7. Appropriate writing, editing and production techniques in mass communications. | | | | | | | |
| 8. An understanding of relevant planning and management methods in mass communications. | | | | | | | |

Internal & External Portfolio Review Survey

What is your name? Your answer

What is the name of the student whose portfolio you are analyzing? Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective commuication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ~



View Statistics - SMSC Post Assessment Test Spring 2018 -

